

TOWARDS TO INNOVATION

ROHIT SHARMA
KALPNA PRABHAKAR
PROF. A. V. S. MADNAVAT

DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF RAJASTHAN, JAIPUR, INDIA

Scan this code in
your smart phone and
Submit Your Paper





The International Journal of
INDIAN PSYCHOLOGY

Volume 1

I s s u e 1

Towards to Innovation

October to December, 2013

Rohit Sharma

Kalpna Prabhakar

Prof. A. V. S. Madnavat

THE INTERNATIONAL JOURNAL OF INDIAN PSYCHOLOGY

This Issue (Volume 1, Issue 1, Special Issue) Published, December, 2013

Headquarters;

REDSHINE Publication, 88, Patel Street, Navamuvada, Lunawada, Gujarat, India, 389230

Customer Care: +91 99 98 447091

Copyright © 2013, IJIP

No part of this publication may be reproduced, transcribed, stored in a retrieval system, or translated into any language or computer language, in any form or by any means, electronic, mechanical, magnetic, optical, chemical, manual, or otherwise, without the prior written permission of RED'SHINE Publication except under the terms of a RED'SHINE Publishing Press license agreement.

-- -- -- -- --

ISSN (Online) 2348-5396

ISSN (Print) 2349-3429

ZDB: 2775190-9

IDN: 1052425984

CODEN: IJIPD3

OCLC: 882110133

WorldCat Accession: (DE-600) ZDB2775190-9

ROAR ID: 9235

Impact Factor: 4.50 (ICI)

ISBN: 978-1-365-01067-5

-- -- -- -- --

Price: 500 INR/- | \$ 8.00 USD

2013 Edition

Website: www.ijip.in

Email: info.ijip@gmail.com | journal@ijip.in

Please submit your work's abstract or introduction to (info.ijip@gmail.com | www.ijip.in)

Publishing fees, ₹ 500 OR \$ 15 USD only (online and print both)

The Editorial Board is comprised of nationally recognized scholars and researchers in the fields of Psychology, Education, Social Sciences, Home Sciences and related areas. The Board provides guidance and direction to ensure the integrity of this academic peer-reviewed journal.

Editor-in-Chief :

Prof. Suresh M. Makvana, PhD

*Professor, Dept. of Psychology, Sardar Patel University, Vallabh Vidhyanagar, Gujarat,
Chairman, Board of Study, Sardar Patel University, Gujarat State,
INDIA*

Editor :

Mr. Ankit Patel,

Clinical Psychology

Author of 20 Psychological Books (National and International Best Seller)

INDIA

Editorial Advisors :

Dr. D. J. Bhatt

*ex. Head, Professor, Dept. of Psychology,
Saurashtra University, Rajkot, Gujarat
INDIA*

Dr. Tarni Jee

*President, Indian Psychological Association (IPA)
Professor, Dept. of Psychology, University of
Patana, Patana, Bihar,
INDIA*

Prof. M. V. R Raju,

*Head & Prof, Dept. of Psychology, Andhra
University, Visakhapatnam
INDIA*

Dr. John Michel Raj. S

*Dean, Professor, Dept. of Social Science, Bharathiar
University, Coimbatore, Tamilnadu,
INDIA*

Prof. C.R. Mukundan, Ph. D, D. M. & S. P

*Professor Emeritus / Director, Institute of
Behavioural Science, Gujarat Forensic Sciences
University, Gandhinagar, Gujarat.
Author of 'Brain at Work'
INDIA*

Co-Editor(s):

Dr. Samir J. Patel

*Head, Professor, Dept. of Psychology, Sardar Patel
University, Vallabh Vidhyanagar, Gujarat,
INDIA*

Dr. Savita Vaghela

*Head, Dept. of Psychology, M. K. Bhavanagar
University, Bhavnagar, Gujarat,
INDIA*

Dr. Sangita Pathak

*Associate Professor, Dept. of Psychology, Sardar
Patel University, Vallabh Vidhyanagar, Gujarat
INDIA*

Dr. Ashvin B. Jansari

*Head, Dept. of Psychology, Gujarat University,
Ahmadabad, Gujarat,
INDIA*

Prof. Akbar Husain (D. Litt.)

*Coordinator, UGC-SAP (DRS - I) Department of
Psychology, Aligarh Muslim University, Aligarh
INDIA*

Associate Editor(s):**Dr. Amrita Panda**

*Rehabilitation Psychologist, Project Fellow, Centre for the Study of Developmental Disability, Department of Psychology, University of Calcutta, Kolkata
INDIA*

Dr. Pankaj Suvera

*Assistant Professor, Department of Psychology, Sardar Patel University, Vallabh Vidhyanagar, Gujarat,
INDIA*

Dr. Raju. S

*Associate Professor, Dept. of Psychology, University of Kerala, Kerala,
INDIA*

Dr. Ravindra Kumar

*Assistant Professor, Dept. of Psychology, Mewar University, Chittorgarh, Rajasthan,
INDIA*

Dr. Shashi Kala Singh

*Associate Professor, Dept. of Psychology, Ranchi University, Jharkhand
INDIA*

Dr. Subhas Sharma

*Associate Professor, Dept. of Psychology, Bhavnagar University, Gujarat
INDIA*

Dr. Yogesh Jogasan

*Associate Professor, Dept. of Psychology, Saurashtra University, Rajkot, Gujarat,
INDIA*

Editorial Assistant(s):**Dr. Karsan Chothani**

*Associate Professor, Dept. of Psychology, C. U. Shah College, Ahmadabad, Gujarat,
INDIA*

Dr. R. B. Rabari

*Head, Associate Professor, SPT Arts and Science College, Godhra, Gujarat,
INDIA*

Dr. Milan P. Patel

*Physical Instructor, College of Veterinary Science and A.H., Navsari Agricultural University, Navsari, Gujarat,
INDIA*

Dr. Priyanka Kacker

*Assistant Professor, Neuropsychology and Forensic Psychology at the Institute of Behavioral Science, Gujarat Forensic Sciences University, Gandhinagar, Gujarat.
INDIA*

Dr. Ajay K. Chaudhary

*Senior Lecturer, Department of Psychology, Government Meera Girls College, Udaipur (Raj.)
INDIA*

Dr. Shailesh Raval

*Associate Professor, Smt. Sadguna C. U. Arts College for Girls, Lal Darwaja, Ahmedabad, Gujarat.
INDIA*

Dr. Thiyam Kiran Singh

*Associate Professor (Clinical Psychology), Dept. of Psychiatry, D-Block, Level- 5, Govt. Medical College and Hospital, Sector- 32, Chandigarh
INDIA*

Mr. Yoseph Shumi Robi

*Assistant Professor, Department of Educational Psychology, Kotebe University College, Addis Ababa, KUC,
ETHIOPIA*

Dr. Ali Asgari

*Assistant Professor, Department of Psychology, Kharazmi University, Somaye St., Tehran,
IRAN*

Dr. Asoke Kumar Saha,

*Chairman & Associate Professor, Department of Psychology, Jagannath University, Dhaka-1100,
BANGLADESH*

Peer-Reviewer(s):**Dr. Mahipat Shinh Chavada**

*Chairman, Board of Study, Gujarat University,
Gujarat State
Principal, L. D Arts College, Ahmadabad, Gujarat
INDIA*

Dr. Navin Patel

*Convener, Gujarat Psychological Association (GPA)
Head, Dept. of Psychology, GLS Arts College,
Ahmadabad, Gujarat,
INDIA*

Dr. M. G. Mansuri

*Head, Dept. of Psychology, Nalini Arts College,
Vallabh Vidhyanagar, Gujarat,
INDIA*

Dr. Bharat S. Trivedi

*Head, Associate Professor , Dept. of Psychology, P.
M. Pandya Arts, Science, Commerce College,
Lunawada, Gujarat,
INDIA*

Reviewer(s):**Lexi Lynn Whitson**

*Research Assi. West Texas A&M University,
Canyon,
UNITED STATES*

Dr. Rūta Gudmonaitė

*Project Manager, Open University UK, Milton
Keynes, England,
UNITED KINGDOM*

Dr. Mark Javeth

*Research Assi. Tarleton State University,
Stephenville, Texas,
UNITED STATES*

Online Editor(s):**Dr. S. T. Janetius**

*Director, Centre Counselling & GuidanceHOD,
Department of Psychology, Sree Saraswathi
Thyagaraja College, Pollachi
INDIA*

Dr. Vincent A. Parnabas

*Senior Lecturer, Faculty of Sport Science and
Recreation, University of Technology Mara, (Uitm),
40000 Shah Alam, Selangor.
MALAYSIA*

Dr K. Parameswaran

*Professor, Symbiosis Law School, Pune
(International Law, Jurisprudential Psychology of
Penology and Victimology),
INDIA*

Dr Amita Puri

*Associate Professor, Dept of Behavioral Sciences,
Amity University, Gurgaon,
INDIA*

Deepti Puranik (Shah)

*Assistant Director, Psychology Department, Helik
Advisory LimitedAssociate Member of British and
European Polygraph Association.
INDIA*

Mr. Ansh Mehta

*Autism & Behavioral Science, George Brown
College,
CANADA*

Dr. Santosh Kumar Behera

*Assistant Professor, Department of Education,
Sidho-Kanho-Birsha University, Purulia, West
Bengal,
INDIA*

Heena Khan

*Assistant Professor, P.G. Department of
Psychology, R.T.M. Nagpur University, Nagpur,
Maharashtra,
INDIA*

Nayanika Singh

*Assistant Professor, Department of Psychology at
D.A.V. College, sector-10, Chandigarh.
INDIA*

Dr. Soma Sahu

*Lecturer, Teaching Psychology, Research
Methodology, Psychology Dept. Bangabasi College,
Kolkata
INDIA*

Dr. Varghese Paul K

*Head, P.G. Dept. of Psychology, Prajyoti Niketan
College, Pudukad,
Aided & Affiliated to University of Calicut, Kerala,
INDIA*

Vishal Parmar

*Forensic Psychology, Institute of Behavioural
Science, Gujarat Forensic Sciences University,
Gandhinagar, Gujarat.
INDIA*

Ajay Chauhan

*Clinical Psychology, Sardar Patel University,
Vallabh Vidyanagar
INDIA*

Message from Editors

We have been committed to make our “*Author Freedom Policy*” better due to response given by our researchers. We have launched “***Gold Open Access System***” before some days, which have gained good feedback by researchers. Now, every title will get its own URL which would be included by Abstract, Keywords, DIP (Digital Identifier Passport) etc. The main benefit of the URL is that, researcher can share and show it in his profile, CV, resume etc.

We shall present nomination of “**Paper of the Year**” award within short time. IJIP plans *Paper of the Year award* every year to inspire its researchers. After nomination, it would be lived at the website. Then it would be opened for voting. It would be voted by IJIP website visitors. That nominee would be awarded who would get majority of votes. In short the point is website visitors make him winner of the award. You can get more information regarding this matter from IJIP official website (www.ijip.in/index.php/award.html)

Year 2016 is the year of new hopes, new tries, and new dreams to be realized into reality. We pray to God fulfill all your wishes and dreams. We thank here all the researchers and friends joined with us.

We experience here feeling of joy while presenting first issue of 2016. We thank you again researchers who have presented their articles in this issue.

Happy New Year...

Dr. Suresh Makvana¹
(Editor in Chief)

¹ ksmnortol@gmail.com

Index of Volume 1, Issue 1, Special Issue 2013

No.	Title	Author	Page No.
1	A Study of Relationship between Emotional Maturity & Adjustment for School Students	Rohit Sharma Kalpna Prabhakar Prof. A. V. S. Madnavat	01
2	Emotional Intelligence: its Role and Importance in Knowledge Management	Rohit Sharma Kalpna Prabhakar Prof. A. V. S. Madnavat	10
3	An Empirical Study of Quality of Working Life among It Sector Employees	Rohit Sharma Kalpna Prabhakar Prof. A. V. S. Madnavat	20
4	Review: Study of Emotional Intelligence	Rohit Sharma Kalpna Prabhakar Prof. A. V. S. Madnavat	28
5	A Comparative Study of Emotional Intelligence on Well-Being & Employee Behaviour	Rohit Sharma Kalpna Prabhakar Prof. A. V. S. Madnavat	40

Disclaimer

The views expressed by the authors in their articles, reviews etc in this issue are their own. The Editor, Publisher and owner are not responsible for them. All disputes concerning the journal shall be settled in the court at Lunawada, Gujarat.

The present issue of the journal is edited & published by RED'SHINE Publication (A unit of RED'MAGIC Networks. Inc) at 86/Shardhdha, 88/Navamuvada, Lunawada, Gujarat-India, 389230

Copyright Notes

© 2015; IJIP Authors; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/2.0>), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.



www.ijip.in

A Study of Relationship between Emotional Maturity & Adjustment for School Students

Rohit Sharma^{1*}, Kalpna Prabhakar¹, Prof. A. V. S. Madnavat²

ABSTRACT

Emotionally mature child is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continual involved in a struggle to gain healthy integration of feeling, thinking and action. The aim of this study is to know the relationship between adjustment and emotional maturity at secondary stage. In the present study, a descriptive survey method was used. The sample comprised of 100 students (50 boys and 50 girls) of Class X from 4 Government schools. The study will be helpful for teachers, students, parents and all the stakeholders in the process of education. For the present study Singh and Bhargav's Emotional Maturity Scale & Adjustment inventory by A.K.P. Sinha and R.P. Singh was used to assess the emotional maturity and adjustment of the students studying in X class. The procedure adopted for administration of the test: questionnaire was distributed to the students and they were given some time limit. There was one correct answer for each option which was cross marked in the box given in front of the sentences. The findings of the present study may be helpful to the students, teachers, principals, administrators and educational planners.

Keywords: *Adjustment, Emotional Maturity*

In the present circumstances, you know that children and youth facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day-to-day life. So, the study emotional maturity is now emerging as a descriptive science, comparable with anatomy. Emotional dominate our lives. They add color and variety to our lives, which otherwise would be dull. They are the basic stuff out of which all motivation arises. Emotions not only impel us to action but often serve as goals of action also; seeking pleasant ends and avoiding unpleasant ends seem to arise from emotions. It is said 'that man is a speck of one's intelligence alone. One's emotional maturity also plays a

¹ Research Scholar, Department of Psychology, University of Rajasthan, Jaipur, India

² Professor, Department of Psychology & Education, University of Rajasthan, Jaipur, India

*Responding Author

A Study of Relationship between Emotional Maturity & Adjustment for School Students

significant part determining whether one's ventures are successful or not. Adjustment is a process through which requirements and situations.

A person does not always get success according to his desires and efforts. The reason for this lies in an unfavorable situation or the limited capacities of the individual. When he fails in this effort some abnormality may appear in his behavior. There are so many factors which can influence the process of adjustment level of aspiration, socio economic status, family environment, school environment, anxiety frustration and above all his emotional maturity, Kaplan and Baron (1986) elaborated the characteristics of an emotionally mature person say that he has the capacity to withstand delay in satisfaction of needs, He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situation. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. Therefore, the emotionally mature child is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continual involved in a struggle to gain healthy integration of feeling, thinking and action. So, emotional maturity can be called as the process of impulse control through the agency of self or ego. The main objective of the present study is to see the correlation between the emotional maturity and the level of adjustment of students studying in X class.

REVIEW OF THE LITERATURE

Gakhar S. C. (2003). "Emotional maturity of students at secondary stage: self concept and academic achievement", Punjab University, Chandigarh. This paper probes into the relationship between emotional maturity and self concept on academic achievement of students at secondary stage. It was found a significant negative correlation is found between self-concept and emotional maturity. It was also found negative correlation between academic achievement and emotional maturity. There is significant difference in the emotional maturity of boys and girls. It is revealed that there is significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. There is significant difference in the emotional maturity of students who study in government and private schools. Further emotional maturity of students of private schools is more as compared to their counterparts due to low mean score on emotional maturity scale. It also shows that there is insignificant difference in the emotional maturity of students who live in hostels and those who are day scholars. This study also reveals that there is insignificant difference in the emotional maturity of children of working and non-working mothers. Meenakshi & Saurashtra (2003) and Kaur (2001) conducted a study on a sample of 356 adolescents and revealed significant relationship between emotional maturity and intelligence. However, no significant relation was observed between emotional maturity and academic achievement. Further she found no significant difference in the emotional maturity of boys and girls, adolescents of urban and rural areas but significant difference in the emotional

maturity of arts and science students. Miglani, D. (2001). "Emotional Intelligence as related to Academic Achievement of adolescents." Dissertation, D.A.V., College of Education, Abohar. Miglani also found a significant relationship between emotional intelligence and academic Achievement. It means that only I.Q level i.e., the high I.Q doesn't mean the high academic achievement lay the student. Other factors also play a very big role in high academic achievement. Kaur (2000) in her study on adolescents found significant relationship between emotional maturity and environmental factors. Rathaiiah and Bhaskara Rao (1997) found a positive relationship between adjustment and achievement. Richardson and Evans (1997) explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students connect with each other, in order to assist them in developing interpersonal and emotional intelligence, arguing that this intelligence is essential for personal accomplishment. The emotions, feelings, and values are vital for person's well being and achievement in life, according to Ediger (1997). He also states that science teachers should stress on the affective domain that cannot be separated from cognitive domain. Quality emotions and feelings help students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrated for a long time and have more difficulty in reaching their potential than others. Singh and Broota (1992) found that girls were more test anxious, worrisome, emotional than boys. Vashishtha (1991) found a positive relationship between adjustment and achievement. Srivastava (1988) found no significant correlation between self-concept and aggression. However, there was positive correlation between aggression and academic achievement. Arya (1984) revealed that boys and girls of superior intelligence did well on the emotional maturity tests. Superior intelligence showed high relationship with emotional maturity. Differences were also observed by residence of the children. However, Jethwani (1986) found that pupils with high intelligence and those with low intelligence had no significant difference between their mean frustration scores. Teaching emotional and social skills is very important at school, it can effect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement. (Elias et al. 1991). Then the term Emotional Intelligence appeared in a series of academic articles authored by John D. Mayer and Peter Salovey (1990, 1993, and 1995). Their first article presented the first model 195 of emotional intelligence. However, the term "emotional intelligence" entered the mainstream only with Daniel Goleman in 1995. He argues in his book that IQ contributes only about 20% to success in life, and other forces contribute the rest. We can infer that emotional intelligence, luck, and social class are among those other factors. He also says that emotional intelligence is a new concept indeed, but the existing data imply that it can be as powerful as IQ and sometimes even more. And, at least, unlike what is claimed about IQ, we can teach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake. In 1983, Howard Gardner introduced his theory of Multiple Intelligence which opened doors to other theories like Emotional Intelligence. Sumbali (1981) in her study found that boys were more aggressive than girls. Aggressive students were less intelligent than normal. Patel (1983) revealed that there was no sex difference as far as frustration

A Study of Relationship between Emotional Maturity & Adjustment for School Students

scores were concerned. Reddy (1978) found that academic adjustment was significantly related to the scholastic performance of secondary school pupils. Soman (1977) also observed that personal adjustment variable had a considerable influence on achievement. Cattell and Dreger (1974) found positive correlation between the self confidence, self esteem and social adjustment.

RATIONALE OF THE STUDY

Secondary stage is very crucial stage in the student life; it is starting of Adolescence Group. From the review of different studies it becomes clear that many factors affect at this stage. Individual's adjustment problem is an important role to play in his /her overall development. Emotional Maturity affects the adjustment in secondary school students. Hence the present problem is a significant in the field of education as well as other fields of life this study will be helpful in providing a direction to younger generation to develop good adjustment and healthy behavior. Also teachers and parents will get a very useful guidance from this study because their concern is also the best output and balanced development of the younger generation. The policy makers may also get useful hints for redirecting the education system for a better society.

RESEARCH METHOD

Statement of the Problem's Relationship between Adjustment and Emotional Maturity of X Class students

Adjustment is the relationship between students and their environment especially social environment of school like adjustment with peer group, teachers.

Emotional maturity

“Emotional Maturity” means level of understanding or event of some kind, through the eyes of a certain age or person or we can say that ability to tolerate other's disagreement or behavior without control in lashing out.

Objectives of the Study

1. Study the level of adjustment of class Xth students.
2. Study the level of emotional maturity of class Xth students.
3. Compare the adjustment of boys and girls studying in class X.
4. Compare the emotional maturity of boys and girls studying in class X.
5. To study the relationship between the emotional maturity and adjustment.

Hypotheses

1. There is no significant difference between the adjustment of boys and girls studying in class X.
2. There is no significant difference between the emotional maturity of boys and girls studying in class X.
3. There is no significant relationship between adjustment and emotional maturity of students studying in class X.

A Study of Relationship between Emotional Maturity & Adjustment for School Students

Sample

The sample of the present study consists of 100 students of Xth standard from Govt. Schools of Loharu, Rewari, Narnul, Mahendargrah.

Tool Used

- Adjustment inventory by A.K.P. Sinha and R.P. Singh.
- Emotional Maturity: Singh and Bhargav's Emotional Maturity Scale.

Data Collection

After selecting the sample, it was planned to administer tests to all of them individually. The investigator personally visited the schools to collect duly filled tools. To ensure the best possible conditions for administering the questionnaire, the teachers and principal of school from where the sample was drawn were approached and their co-operation was sought for the smooth

- Conduct of the test to students were prepared for the test. They were put to ease. To build the rapport the researcher introduced her.
- When the researcher felt that participants were ready, then instructions were given to the students. The students were requested to
- Read all the instructions carefully and answer frankly and honestly. They were explained to fill their answers in the box appropriately and were assured about the personal information as well as their test responses provided by them was too kept confidential and would only be used for research purpose. After the data collection was over, all the questionnaires were scored as per the scoring pattern prescribed in the manuals. The raw score was obtained.

Statistical Analysis

The data collected from secondary schools students were analyzed using mean, standard deviation, coefficient of correlation (r) and t-value (critical ratio). In order to know the nature of the data, measures of central in order to find out the relationship between tendency and dispersion like Mean, S.D. variables, t-value was calculated.

INTERPRETATION

Correlation between variables under study, The obtained results that were statistically coefficient of correlation was computed and analyzed are shown in the following tables:

Table 1 Scores of Adjustment of Whole Sample, Boys and Girls.

Sr. No.	N	Mean	S.D.
1	100 (Whole sample)	11.23	2.87
2	50 (Boys)	11.68	2.29
3	50 (Girls)	10.13	2.09

A Study of Relationship between Emotional Maturity & Adjustment for School Students

The distribution of score on Adjustment of the whole sample is given in Table-1 and graphically represented in figure-1. The study of the table reveals the following properties of the sample under investigation. On perusal of the table it is marked that the total sample score range from 6 to 15. The distribution of Central Tendencies & S.D. of Adjustment of the whole sample along with its sub sample is given in Table-2. The mean and S.D of the total sample have been found to be 11.23 and 2.87 respectively. The mean and S.D of the boys category have been found to be 11.68 and 2.29 respectively. The mean and S.D of the girls category have been found to be 10.13 and 2.092 respectively. It is observed from the table I , concentration of scores at the middle and number of frequencies lowering to the upper end very quickly in comparison to lower end of the distribution. In other words the lower end of the distribution is approaching to the base gradually. This nature of frequency distribution indicates that the distributions of scores are negatively skewed. Further, numerical values of the distribution reveal that the median value is greater than the mean value. Thus distribution is mildly skewed towards the lower end of the normal probability curve. It is clear from Table 2 that boys were having higher mean scores than the girls whereas SD in both boys and girls is approximately same.

Table 2 Scores of Emotional Maturity of Whole Sample, Boys and Girls.

Sr. No.	N	Mean	S.D.
1	100 (Whole sample)	71.19	10.47
2	50 (Boys)	71.89	11.04
3	50 (Girls)	70.01	9.14

The distribution of mean & S.D. on Emotional Maturity of the whole sample along with its sub sample is given in Table-

II. The mean and S.D of the total sample have been found to be 71.19 and 10.47 respectively. The mean and S.D of the boys category have been found to be 72.26 and 11.15 respectively. The mean and S.D of the girls category have been found to be 70.01 and 9.14 respectively. It is observed that distribution of scores is not showing symmetry. It is clear from Table II that boys were having higher mean and SD than the girls.

Hypothesis 1: There is no significant difference between the adjustment of boys and girls studying in class X.

Table-3 Mean Scores, S.D. and 't' Value for Adjustment of Boys and Girls

S.No.	Group	N	Mean	S.D.	't'	Remarks
1	Boys	50	13.37	3.14	1.899	Not Significant
2	Girls	50	11.29	2.78		

* Significant at .05 Level.

** Significant at .01 Level. It is clear from Table-3 that boys were having higher mean scores (M=13.37) for adjustment than the girls (M=11.29). The computed value 't' is 1.444, which is not significant Hence, our Hypothesis-2 (H02) of the present study that "There is no significant

A Study of Relationship between Emotional Maturity & Adjustment for School Students

difference in emotional maturity of boys and girls studying in class X” may be accepted. It means both the groups are equal in their emotional competence. The girls were emotionally equal mature to their counterparts i.e. the boys study in class X. Interpreting this result, it may be said that both groups were having more or less equal emotional maturity Perhaps, it may be due to the more or less same socio-economic status of their parents and of their psychosocial environment. However they obtained difference in mean scores of the both the groups are by chance. Hypothesis 2: There is no significant difference between the emotional maturity of boys and girls studying in class X. Emotional Maturity scale was administered on 100 students consisted of 50 boys and 50 girls. The independent sample ‘t’ test was performed to test the significance differences between emotional maturity scores of boys and girls as hypothesized under hypothesis-2(H02). The result of which is shown in Table-4.

Table-4 Mean Scores, S.D. and ‘t’ Value for emotional maturity of Boys and Girls

S.No.	Group	N	Mean	S.D.	‘t’	Remarks
1	Boys	50	72.26	11.15	1.535	Not Significant
2	Girls	50	69.2	8.62		

* Significant at .05 Level. ** Significant at .01 Level. It is clear from Table-4 that boys were having higher mean scores (M=72.26) for emotional maturity than the girls (M=69.2). The computed value ‘t’ is 1.535, which is not significant Hence, our Hypothesis-2 (H02) of the present study that “There is no significant difference in emotional maturity of boys and girls studying in class X” may be accepted. It means both the groups are equal in their emotional competence. The girls were emotionally equal mature to their counterparts i.e. the boys study in class X. Interpreting this result, it may be said that both groups were having more or less equal emotional maturity Perhaps; it may be due to the more or less same socio-economic status of their parents and of their psychosocial environment. However they obtained difference in mean scores of the both the groups are by chance. Hypothesis 3: There is no significant relationship between adjustment and emotional maturity

Table 5 Relationship between Emotional Maturity and Academic Performance of students

Variables	N	Mean	r
Adjustment	100	12.34	1.193 (Not Significant)
Emotional Maturity	100	79.15	

The correlation between adjustment and 0.05 level of significance. Hence our emotional maturity according to table-3 hypothesis-3(H03) which states that “there is comes out to be 1.193, which is neither no significant relationship between significant at 0.01 level nor significant at Adjustment and Emotional Maturity” may be accepted.

FINDINGS AND DISCUSSION

The findings of the present study may be helpful to the students' teachers, principals, administrators, educational planners.

Boys and Girls are Equal in adjustment and Emotional Maturity: Findings of the present investigation are that the boys and girls studying in secondary classes were not significantly differing in their adjustment and emotional maturity. Teachers and principals should keep this point in mind while finalizing the activities of the school for the year. From the close screening of the studies conducted by Gakhar S. C. (2003), Meenakshi & Saurashtra (2003) and Kaur (2001) found no significant difference in the emotional maturity of boys and girls. Sharma (1982) found that Boys and girls did not differ significantly on adjustment scores. Whereas the study conducted Singh and Broota (1992) found that girls were more test anxious, worrisome, emotional than boys and Sumbali (1981) in her study found that boys were more aggressive than girls. Pandit (1985) found that the social and emotional adjustment of adolescent boys was more Satisfactory than that of girls. Kala (1986) found that the two groups of children did not differ in the locus of control and adjustment. More or less Boys and girls are equal in adjustment and emotional maturity but other factors like socio-economic status, family background, mother working status environmental factors, economic and religious values and age group affects their adjustment and emotional maturity.

No Significant Correlation between Adjustment and Emotional Maturity:

Findings reveals that there was no significant correlation among adjustment and emotional maturity of students studying in secondary classes. The studies conducted by Gakhar S. C. (2003) found a significant negative correlation is found between self-concept and emotional maturity. Cattell and Dreger (1974) found positive correlation between the self confidence, self esteem and social adjustment. Kumari (1975) found that Economic and religious values were highly related to the level of adjustment. whereas Kaur (2000) in her study on adolescents found significant relationship between emotional maturity and environmental factors. The present study revealed that there is no direct relationship between Adjustment and Emotional Maturity but other factors like self concept, self confidence, and self esteem shows that there is relation between these two, it means directly or indirectly they are related to each other.

Adjustment, Emotional Maturity and Academic achievement: Findings reveal that there is no direct significant correlation among adjustment and emotional maturity of students studying in secondary classes. But independently both factors affect the academic performance. The studies conducted by Gakhar S. C. (2003) found that negative correlation between academic achievement and emotional maturity. Miglani, D.(2001) found a significant relationship between emotional intelligence and academic Achievement. It means that only I.Q level i.e., the high I.Q doesn't mean the high academic achievement lay the student. Other factors also play a very big role in high academic achievement. Rathaiah and Bhaskara Rao (1997) found a positive relationship between adjustment and achievement. Vashishtha (1991) found a positive

A Study of Relationship between Emotional Maturity & Adjustment for School Students

relationship between adjustment and achievement. Arya (1984) revealed that Superior intelligence showed high relationship with emotional maturity. Jethwani (1986) found that teaching emotional and social skills is very important at school, it effect academic achievement positively. Soman (1977) also observed that personal adjustment variable had a considerable influence on achievement. Bookman (1996) found that academic adjustment was significantly related to the scholastic performance. Reddy (1978) found that academic adjustment was significantly related to the scholastic performance of secondary school pupils. Teacher-Training Programs: The Implication of this study goes to Teacher-Training Programs. The aim of such programs should be familiarizing teachers about how other factors like adjustment and emotional maturity affects the academic performance of the students of Secondary Schools. Implication of the present study is that enhancement in adjustment & emotional maturity of the students can bring improvement in academic performance. It is pertinent to say that if teachers, principals, policy makers, parents and well-wishers of the society want to enhance academic performance of the students, then they should think to improve their adjustment & emotional maturity through various ways in and outside the school campus.

REFERENCES

- Agarwal, M. 1991. Frustration, Sex and SocioEconomic-Status as correlates of Emotional Competence. (Master thesis), Agra University, Agra.
- Anderson ,J.E. The psychology of Development and personal Adjustment, New York: Holt chapters 10 and11 deal with motivation and development and control of emotions.
- Averill, J. 1980. *A constructive view of emotion. In emotion theory, research and experience.* (eds.) R. Plutchik and H. Keller man, New York: Academic Press.
- Bempechat, J. 1992. The Role of Parents Involvement in Children's Academic Achievement. *School-Community Journal*, Vol.2, No.2, pp. 31-41.
- Bridges, K.M.B 1932. Emotional Development in infancy child Development; 3, 324-341.
- Kakkar, A, 1965. The role of intelligence in Adollescents, Adjustment, *Indian Journal of Psychology*: 40 (4), 179-184.
- L.F. Shaffer, 1936. The psychology of Adjustment Beston, Houghton Mifflin.
- L.J Saul, Emotional maturity, Philadelphia; Lippinco ++, 1947 chapters band 11, deals with hostility, violence and guilt.
- Mead, M 1935.Sex and temperament, New York morrow.Murray, E.J, 1964. Motivation and Emotion Englewood cliffs, N.J Prentice-Hall.
- Mohanty.N(1982) old age: Characterstics problems and adjustment perspectives in psychological research 5(2): 16-20
- Reyment, M.L.ed. 1950. Feelings and Emotions, NewYork : MC graw Hill.
- Shaffer, L.F. and Shobem, E.J. Jr. (1956) *The Psychology of Adjustment* (rev.ed) Boston: Houghton Mifflin.
- Sinha, K, Sen K. Saje4ed(1988), A study of Adjustment and personality variables in females undergraduates, *Mind*, 14(2):5-10.

Emotional Intelligence: its Role and Importance in Knowledge Management

Rohit Sharma^{1*}, Kalpna Prabhakar¹, Prof. A. V. S. Madnavat²

ABSTRACT

Knowledge management is the systematic management of an organization's knowledge assets for the purpose of creating value and meeting tactical & strategic requirements. It consists of the initiatives, processes, strategies, and systems that sustain and enhance the storage, assessment, sharing, refinement, and creation of knowledge. This is the main component of knowledge-based society to the aspect of management. Learning organizations are aware of the potential that lies in human resources, and are prone to developing new concepts of leadership, where hierarchy and pyramid structured decision making no longer play the main role. The new concept is built on partnership between professionals from different sectors of the organization. Partnership alliances depend on quality of human relations for effectiveness. We suggest that emotional intelligence enhanced with new concepts of leadership increases learning, generating and sharing of knowledge. The study has a qualitative approach taken through interviews that were conducted with top management in order to investigate the role of emotional intelligence and its impact on management in correlation with sharing knowledge. The findings confirmed our two hypotheses, since research has shown how the leadership strategy & leaning reflects on input of employees, and the way resulting in stimulation or discouragement of the sharing of knowledge in the organizational aspect.

Keywords: *Knowledge Management, Leadership, Development, Human Resources, Emotional Intelligence.*

Knowledge management is a discipline that promotes an integrated approach to identifying, capturing, evaluating, retrieving, and sharing all of an enterprise's information assets. These assets may include databases, documents, policies, procedures, and previously un-captured expertise and experience in individual workers."Modern ways of doing business are changing considerably the original structure which was initially based solely on an authoritarian model of leadership. Experts believe that integration of personal potential of an individual plays a

¹ Research Scholar, Department of Psychology, University of Rajasthan, Jaipur, India

² Professor, Department of Psychology & Education, University of Rajasthan, Jaipur, India

*Responding Author

Emotional Intelligence: its Role and Importance in Knowledge Management

significant role in developing a successful management style. Referring to human relations, success depends on recognition and awareness of our emotional reactions towards obstacles and conflict situations. The intensity of conflicts reflects on organization climate within the company, and the quality of relations between individuals. In this paper, we will identify and examine dimensions of emotional intelligence, and its impact on leadership and creative decision-making, while trying to encourage the Board of Executives for using more innovative decisions concerning human resource management. Emotional intelligence serves as an added value in leading people. Emotionally intelligent abilities are not innate gifts, but learned skills, and each of them contributes in its own way to a more effective management. In the theoretical part of this paper, a descriptive method will be used to define the basic concepts within the thesis, namely leadership, emotional intelligence and knowledge management. The empirical part is based on a qualitative research; whereby, the research instrument is presented through semi-structured interviews. The analysis will be based on interviews conducted with ten senior managers, of which seven will be male and three female, all employed with a small to medium-sized business organizations. Throughout this paper, we underline that creating added value among employees, which results in positive stimulation of their potential, is equivalent to approximation of the company's vision to personal values of employees.



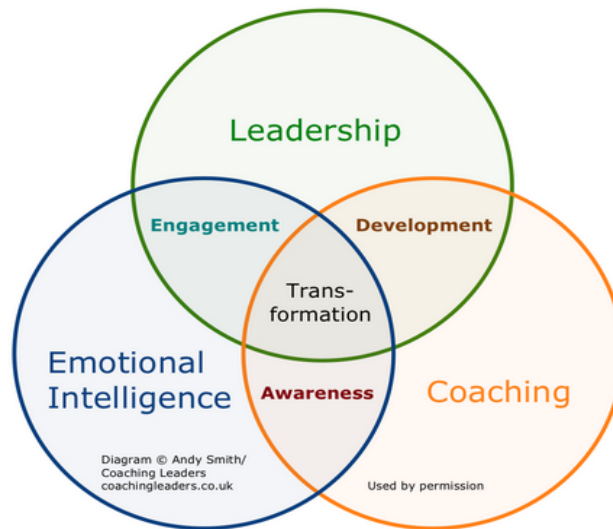
EMOTIONAL INTELLIGENCE & LEADERSHIP

Emotional intelligence bears an important impact on self-development of the manager and his leadership qualities. Practicing activities that support EI behavior illuminates positive effects that can be observed and measured by higher productivity. Its impact is visible in building positive relations and gaining emotional commitment of employees.

At a higher level this strengthens organizational culture, sharpens its resilience and stretches its flexibility, both in the long run lead to greater competitive advantage in the market. Empathic communication between CEOs and employees develops a culture of trust that increases synergy among team members. Synergy stimulates employees' creativity, which is essential in

Emotional Intelligence: its Role and Importance in Knowledge Management

developing new solutions and forming innovative responds to the increasingly complex demands of learning society.



Developing leadership skills

Effective leadership requires strong engagement and all-embracing commitment for developing personal potentials of an individual (leader). The process requires a great deal of self-discipline, hard work, effort, and continuous learning. Seeking knowledge is a lifelong journey, and a successful leader is aware of it at all times. By developing his/her inner potentials and transforming them into personality traits, he/she sets a mile stone for his/her career development.

His/her input in leadership strategy reflects his/her authentic power based on his/her integrity. Manager's integrity is crucial when addressing the organizational culture and stimulating the emotional potential of the organization.



Every manager who desires to become a great leader should impersonate active and permanent dedication to understanding the extension between assigned positional power, and his/her own personal power. This connection forms a context which applies feedback information regarding

emotional commitment of employees, their orientation towards the common goal and their willingness for behavioral change. A manager who does not pay enough attention to his/her leadership potential is able to achieve only short-term results, otherwise he/she is not able to establish a relationship that encourages employee's innovation, creativity and emotional affiliation to the organization. In other words, the leader will operate his/her team members, but will not lead them.

Impact of leadership skills

Joseph LeDoux, neurologist and researcher at the Centre for Neurological Sciences at New York, refuted traditional views of neurology on the operation of our limbic brain. In his discoveries, he pointed out the complexity of our emotional mind. His research represents a major turning point in understanding the emotional life, as there were for the first time explained ways in which emotions literally bypass neocortex¹ (Goleman, 1997, p. 31–38).

Based on LeDoux's analyses of his research data, Daniel Goleman formed a model of emotional intelligence that connects individual's set of skills powered by the brain dynamics in the background with one's reactions. He divided emotionally intelligent skills into two groups; the first group indicates abilities for successful management of ourselves as individuals, while the second group determinates how receptive we are to the guidance of others. His findings are based on scientific disciplines that study human complexity, such as biopsychology and neurology. According to his conclusions, the oldest centre's of the human brain, those responsible for feelings, are also responsible for managing ourselves and our social skills. These are skills that are contained in the genetic development of people and serve for the survival and adaptation of mankind. The emotional part of the brain perceives the world differently than the reasonable part. This conclusion brings new perspective on an enormous gap between cognition and emotion. Some skills are just cognitive, such as analytical thinking and technical skills. Some of them are a mixture of combined parts between cognition and emotion; this is called emotional intelligence (Goleman, 2001, p. 18– 36).

Development of emotional intelligence and illumination of the important insights that we benefit from, is not meant to be magnified to the extent that overshadows the importance of intellectual intelligence. We are simply underlining the importance of making a connection between our mind and our emotional triggers in a way that they do not dominate us. The findings that focus on managing our emotional responses suggest the possibility of building a more effective working environment. We wish to emphasize that the concept of leadership and the concept of emotional intelligence may not exist in isolation; anyone who wants to become a successful manager/leader, must learn at first how to manage/lead himself/herself, and then set an example in leading others successfully. Emotional intelligence can therefore be defined as the ability to recognize and adjust our emotions that trigger our responses with certain situations or people. We can learn how to gain control over our responses and actively participate in forming our social skills. Emotional intelligence – the ability to manage ourselves and our relationships –

Emotional Intelligence: its Role and Importance in Knowledge Management

consists of four fundamental capabilities: self-awareness, self-management, social awareness, and social skill. Each capability, in turn, is composed of specific sets of competencies (Goleman, Boyatzis & McKee, 2002, 263–265).

Goleman's model contains four main EI constructs:

- Self-awareness- the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
- Self-management- involves controlling one's emotions and impulses and adapting to changing circumstances.
- Social awareness- the ability to sense, understand and react to other's emotions while comprehending social networks.
- Relationship management- the ability to inspire, influence and develop others while managing conflict.

Creating teams Management

Goleman et al. (2002, p. 39) state that employees under the leadership of emotionally intelligent individuals are more prone to give mutual support to each other. Their participation is evident in an exchange of ideas, transfer of knowledge, and taking responsibility for making and carrying out joint tasks. Emotionally intelligent leader will also be able to spontaneously develop and create emotionally intelligent teams. Goleman et al. (2002, p. 199) describe emotionally intelligent teams with the same characteristics as individuals, as for EI skills are interrelated and cumulated in a group. Self-awareness of team members and parallel recognition of needs and moods bring more empathy into the work environment. On a team level, empathy is the basis for building effective relationships within the team as well as with other parts of the organization. Therefore, leaders who are able to develop empathy and other important social skills, must bound themselves to forming emotionally intelligent organizations. Employees should be given the opportunity to develop their potentials and participate in forming organizational integrity. Managers on the other hand, should find appropriate ways to transform organization's vision into actions that support emotionally intelligent practice. On a strategic level, this reflects measures that create systems, where rules, statutes and personnel practice in human resource management are aligned with the desired objectives. Goleman et al. (2002, p. 210) indicate triple benefits from creating emotionally intelligent organization for CEOs. Firstly, open conversation and honest assessment of behavioural and emotional aspects of an organizational culture and leadership style create new, healthy relations among employees. Secondly, new process reflects in generating new habits: when employees see the behavioural change in head managers, they are more likely to verbalize their needs and develop a more respectful attitude towards their co-workers, since they try to replicate the behaviour from their team leaders. And thirdly, if a head manager is someone people can look up to, a person of integrity, all employees, especially those in lower positions, are more willing to take risks.

CORRELATION BETWEEN EI SKILL & KNOWLEDGE MANAGEMENT

Knowledge management is the centre of all strategic planning on how to increase the value of human resources while trying to conduct the most effective form of stimulating their potential. From a manager's perspective, knowledge, its effective use, and integration in all pores of the work process stand for a corporal value that must be nurtured and respected. Effective leadership and management skills that reflect in a successful stimulation of generating new knowledge, transfer of knowledge, and other knowledge-based processes delineate the company as a learning organization. Knowledge, like innovation and creativity, needs to be encouraged and stimulated in appropriate ways, it can not be produced on command. Commitment to acquiring new knowledge is related to the quality of interpersonal relations. Those relations rely to a great extent on emotional intelligence of key individuals. They create synergistic effects at all levels of the organization, which leads to enrichment of intellectual capital, while allowing a transparent flow and transfer of knowledge through different sectors of the organization.

Knowledge management

Knowledge management is by definition part of the overall management process that focuses on systematic analysis, acquirement, creation, development, storage and use of knowledge. Its main purpose is to maximize human capital to the extent where we can transform it into structural capital, a part of intellectual property which allows organizations to develop competitive advantages and efficiently reach goals (Možina, 2006, p. 131).

According to Sitar (2006, p. 67–68), human capital can be further characterized as employees' competencies, their attitude towards work and intellectual flexibility. Competencies reflect the understanding and use of knowledge, both theoretical and academic, corresponding to the level of individual's education as well as learned skills – practical knowledge, gained by training or learned and obtained by experience; this also includes talents of an individual. Attitude towards work mainly depends on personal traits of each individual and represents the creation of added value through work motivation and testing of employees' responses to new circumstances, including behavioural reactions and tendency to stay positive in terms of optimism and enthusiasm. Intellectual flexibility reflects in ability to transfer knowledge from one situation to another, the ability to integrate skills, to provide constant development of knowledge, the ability to be innovative and to transform ideas into products and services – all this can be understood as part of human capital.

The definitions above imply the importance of creating conditions for effective use of knowledge management. The responsibility for creating such circumstances lies with the CEOs, while the co-responsibility lies with the employees' engagement to the transfer of knowledge. Terms for creating added value depend on stimulation of acquiring knowledge and circumstances that integrate knowledge into the corporal strategy along with the work process itself. All requirements must be fulfilled; knowledge management should summarize all aspects of operation, which shape and support the core strategy of the organization.

Creating synergy effects of Knowledge Management

A simple definition of synergy insinuates the state in which two or more things working together in a particularly fruitful way produce an effect greater than the sum of their individual effects. The definition can also be interpreted as »the whole is greater than the sum of its parts«. The description points out the importance of relations between different parts, which are an important component of the total. Those relationships present a valuable resource for catalyzing and strengthening as well as encouraging the operation of each part. Synergy is therefore the essence of successful management, for it is activating, releasing and combining creative forces of employees.

Dziechciarz (2003, p. 288) believes that a successful synergy management performance requires a lot of practice in managing leader's emotions and inner views. We highlighted some of the main components of this process. Manager's performance is the key to success, because there is a close correlation between his/her personality and further business development.

EI leadership is a foundation for performing synergy-oriented management. Furthermore, this encourages conversion of implicit knowledge on an individual level into explicit knowledge, accessible to everyone. Implicit knowledge, that can not or will not be converted into explicit knowledge, does not bear the value of usefulness. Self-awareness, an element of emotional intelligence, is an important cognitive process which points us into direction of revealing hidden, internal knowledge. The externalization of knowledge may also indirectly influence the negative attitudes and behavioural patterns of management and employees. Only quality interpersonal relations constitute a fertile ground for effective knowledge transfer.

Summary of the interviews

The empirical part consists of a qualitative research focusing on the role and importance of emotional intelligence in management skills. We were trying to discover how integrating the emotional potential of employees benefits the management process, improves the functioning of the knowledge management and thus result in a more efficient and profitable management of human resources. We were particularly interested in performing knowledge management solutions and how this is reflected through organization's basic management policies. We also dealt with the role of emotions and their influence on the leadership strategy; whether they reflect the manager's creativity in the decision-making process and concern for efficient transfer of knowledge and thus lead to added value creation.

In the scope of conducting semi-structured interviews with key management personnel from ten business organizations, managers were asked a set of twenty-nine questions that were divided into three categories: the first set of questions referred to general information about the interviewee; the second set of questions focused on the management of intellectual capital, and the third set of questions reflected the integration of emotions in the leadership strategy.

Emotional Intelligence: its Role and Importance in Knowledge Management

The field research served as a primary source for our study. A descriptive method and subsequent analysis (desk research) led us to key findings and conclusions. Analytic induction was used to determine how the studied areas are related to each other (Malnar, 1999/2000, p. 3). The interviews provided us with a sufficient representative sample, together with some additional insights. Semi-structured interviews are mainly focused on the quality of interaction between the interviewee and the researcher, while still allowing open responses. Interview location and time were arranged in advance; and each interview was held individually. Interviews were conducted with ten leading managers employed with commercial organizations in October 2011.

The survey results indicate the distinction between professional knowledge and leadership skills of line managers. According to our respondents the latter depend on individual's personality and their level of emotional intelligence. They reflect on competencies, such as emotional self-awareness, the ability to successfully resolve conflicts, a high level of self-confidence, transparency and leadership by example. Emotional self-awareness gives managers better possibilities for understanding their own emotional dynamics. This knowledge also helps them to regulate group emotions inside the team and directly affect their productivity. Ability to successfully resolve conflicts reflects in empathic communication which provides a deeper insight into the emotional background which led to a conflict situation in the first place. This creates conditions for smoother transfer of knowledge. Self-confidence shows the susceptibility for receiving feedback information and accurate evaluation of individual's strengths and weaknesses. It reflects clear decision-making while evaluating complex situations. Transparency allows line managers to act in accordance with their integrity. Manager's integrity presents a foundation for respect and inspiration of employees. Inspiration stimulates the team's creativity. Leadership by example inspires trust, a sense of belonging and self-confidence. This strengthens the desire to acquire new knowledge, which is reflected in the professional development of employees. Middle management is the first membrane through whom knowledge is transmitted, therefore it is essential that all managers operating at this level understand the importance of sharing knowledge. Their role must be primarily focused on leading the team members in a manner that stimulates them to acquire and share knowledge.

We find that managers in general have more than enough of expert knowledge, however they lack of leadership skills. Most of them acknowledge and recognize the role of emotions and use it for a better approach to resolving conflicts. However, in this area there are still remaining untapped reserves, suggesting the importance of systematic development of emotional intelligence. There is a lack of proactive thinking in ways that emphasize the emotional potential of employees and their emotional affiliation. Managers should practice synergy-oriented management and put more effort into stimulating the added value of each individual. Top management must oblige to create synergy effects, which resolve in win-win situations, forming positive outcome for all parties involved. Emotional intelligence is certainly a necessary foundation for contributing to effective management, as the leader with developed EI skills

achieves better results, as his/her team's performance is measured with higher productivity and finally he/she has allies on both sides; with the employees as well as the CEOs.

CONCLUSIONS

The main objective of this study was to outline new dimensions of leadership practice, which incorporate elements of emotional intelligence in order to strengthen mutual relations and employee loyalty. The analysis provided evidence that this creates an organizational culture, which is based on knowledge and trust and which allows and encourages knowledge sharing among employees. Top management is responsible for creation of company's culture, therefore their strategy must not be focused on retention of knowledge by individuals who feel threatened and consequently have low level of confidence. The primary task of all line managers focuses on promoting the emotional potential of employees, whereby each participant provides a unique contribution to overall team performance in accordance with its capabilities. This promotes synergy instead of leading to conflicts and competitive behavior. The survey also indicates the importance of developing leadership competencies, since all line managers must be able to recognize the potentials and limitations of their team members, which could then be systematically developed in the areas, where such progress is needed. Our overall conclusion states, that emotional intelligence, which starts on top with the Head managers and CEO's and operates throughout the company, affects all levels of the organization. Obtaining employee commitment to achieve common objectives remains an art of those managers who have internalized the desire to continuously develop their leadership potential and create synergistic effects that can be noticed and measured in the entire organization.

REFERENCES

- Dziechciarz, J. (2003). Team management: possibilities of creating synergetic effects. In J. Belak (Ed.), *Integrated Management and Business Development* (pp. 287–293). Maribor: MER.
- Goleman, D. (1997). *Emotional Intelligence: Why It Can Matter More Than IQ*. Ljubljana: Mladinska knjiga.
- Goleman, D. (2001). *Working With Emotional Intelligence*. Ljubljana: Mladinska knjiga.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Ljubljana: GV Založba.
- Kyle, D. T. (2000). *The Four Powers of Leadership*. Ljubljana: Amalietti & Amalietti.
- Lyubomirsky, S., & Tucker, K.L. (1998). Implications of individual differences in subjective Happiness for perceiving, interpreting and thinking about life events. *Motivation and Emotion*, 22, 155-186.
- Malnar, B. (1999/2000). *Sociological Methods and Research. Study literature*. Ljubljana: Faculty of Social Sciences.
- Mayar, J.D., Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D.J. Sluyter (Eds), *Emotional development and emotional intelligence. Educational implications*. (pp.4-30). New York Basic Books.

Emotional Intelligence: its Role and Importance in Knowledge Management

- Možina, S. (2006). The role of knowledge management. In J. Možina & J. Kovač (Eds.), *Knowledge Management towards Learning Organization* (pp. 127–151). Maribor: Pivec.
- Myers, D. (1992). *The pursuit of happiness*. New York: Avon Books.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation With reference to established trait taxonomies. *European Journal of Personality*, 15, 425-448.
- Petrides, K. V., & Furnham, A. (2003). Trait emotional intelligence: Behavioral validations in two studies of emotion, recognition and reactivity to mood induction. *European Journal of Personality*, 17, 39-57.
- Singh, S. (2004). Development of measure of emotional intelligence. *Psychological Studies*, 49, 136-141.
- Sitar, A. (2006). Dimensions of knowledge within the organization. In J. Možina & J. Kovač (Eds.), *Knowledge Management towards Learning Organization* (pp. 55–69). Maribor: Pivec.
- Vitterso, J., & Nilsen, F. (2004). The conceptual and relational structure of subjective well-being, neuroticism and extraversion. *Social Indicators Research*, 57, 89-118.
- Wing, E. and G.D. Love. 2001. *Elective Affinities and Uninvited Agonies: Mapping Emotions With Significant Others Onto Health*. *Emotion, Social Relationships and Health Series in Affective Sci.* New York: Oxford Univ. Press.

An Empirical Study of Quality of Working Life among IT Sector Employees

Rohit Sharma^{1*}, Kalpna Prabhakar¹, Prof. A. V. S. Madnavat²

ABSTRACT

Emotional Intelligence is a set of qualities and competencies that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behavior. Emotional intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships Goleman (1995). The success of any organization is highly dependent on how it attracts, recruits, motivates and retains its workforce. Today's organizations need to be more flexible so that they are equipped to develop their workforce and enjoy their commitment. Therefore, organizations are required to adopt a strategy to improve the employees' quality of work life to satisfy both the organizational objectives and employee needs. The term quality of work life refers to the favorableness' or unfavorableness of a total job environment for people. The main aim of this study is to know employees balance their life and to identify health determinants in working life among employees. For this purpose quality of work life is measured by taking into account of employees' Health and safety, Work Environment, Job satisfaction, Motivation, Job Designing and Term Effectiveness. The sample size for this study was 50 and primary data was collected from employees' working in IT companies. From this study work environment, job analysis, satisfaction and motivation are the four major determinants of quality of work life which play the vital role for employees' better performance in the organization.

Keywords: *Employees of IT sector, Organization Management, Quality of Work Life*

Quality of Work Life is the existence of a certain set of organizational condition or practices. This definition frequently argues that a high quality of work life exists when democratic management practices are used, employee's jobs are enriched, employees are treated with dignity

¹ Research Scholar, Department of Psychology, University of Rajasthan, Jaipur, India

² Professor, Department of Psychology & Education, University of Rajasthan, Jaipur, India

*Responding Author

An Empirical Study of Quality of Working Life among It Sector Employees

and safe working conditions exist. Quality of Work Life refers to the level of satisfaction, motivation, involvement and commitment individuals experience with respect to their lives at work. Quality of Work Life is the degree to which individuals are able to satisfy their important personal needs while employed by the firm. Companies interested in enhancing employees Quality of Work Life generally try to instill in employees the feelings of security, equity, pride, internal democracy, ownership, autonomy, responsibility and flexibility.

Goleman's (2001) Emotional Intelligence Competencies

	SELF Personal Competence	OTHER Social Competence
RECOGNITION	<u>Self-Awareness</u> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	<u>Social Awareness</u> Empathy Service Orientation Organizational Awareness
REGULATION	<u>Self-Management</u> Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	<u>Relationship Management</u> Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration

OBJECTIVES OF THE STUDY

- To assess the quality of work life among employees in IT companies.
- To know the perceived link between work life balance and team effectiveness.
- To identify the importance of work environment towards the performance.

Some Major Conceptual Categories Relating To Qwl

- Adequate and fair compensation
- Safe and healthy working conditions
- Immediate opportunity to use and develop human capacities
- Opportunity for continued growth and security
- Social integration in the work organization
- Constitutionalism in the work organization
- Work and total life space

Problems of Implementing Quality of Work Life Programmes

- Managerial attitudes
- Union influence
- Restrictiveness of industrial engineering

Strategies to Improve Quality of Work Life

By implementing some changes, the management can create sense of involvement, commitment and togetherness among the employees which paves way for better Quality of Work Life.

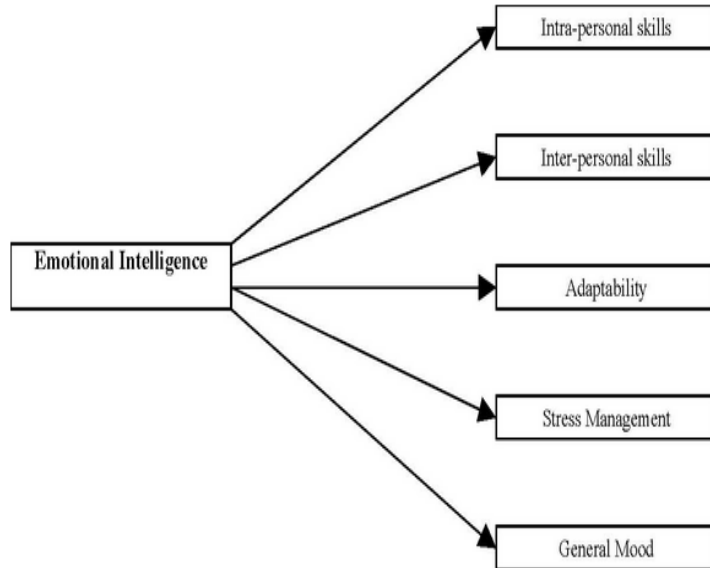


Fig – 1.5 - Bar-On's (1997) Model of Emotional Intelligence Source - Emotional Intelligence myth or reality. By - Bhattacharya and Sengupta

Job enrichment and Job redesign→
Autonomous work redesign→
Opportunity for growth→
Administrative or organizational justice→
Job security→
Suggestion system→
Flexibility in work schedules→
Employee participation→

An Empirical Study of Quality of Working Life among It Sector Employees

WORKLIFE BALANCE BENEFITS TO THE ORGANISATION	WORKLIFE BALANCE BENEFITS TO THE INDIVIDUAL
Measured increase in individual productivity, accountability and commitment	More value and balance in your daily life
Better team work and communication	Better understanding of what your individual work life balance is
Improved morale	Increased productivity and reduced stress
Less negative organizational stress	Improved relationship both on and off the job

STUDY RESULT

Percentage Analysis TABLE: 1

AGE	NO. OF RESPONDENTS	PERCENTAGE
BELOW 25 25-30 30-35 ABOVE 35 TOTAL	24 17 9 0 50	48 34 18
GENDER	NO. OF RESPONDENTS	PERCENTAGE
MALE FEMALE TOTAL	25 25 50	50 50
EXPERIENCE	NO. OF RESPONDENTS	PERCENTAGE
LESS THAN 3 YEARS 3- 6 YEARS 6-9 YEARS 9- 12 YEARS ABOVE 12 YEARS TOTAL	24 17 6 3 0 50	48 34 12 6
INCOME	NO. OF RESPONDENTS	PERCENTAGE
UPTO 2,00,000 2,00,000- 4,00,000 4,00,000- 6,00,000 6,00,000- 8,00,000 8,00,000- 10,00,000 ABOVE 10,00,000 TOTAL	11 19 11 3 4 2 50	22 38 22 6 8 4
JOB SECURITY	NO. OF RESPONDENTS	PERCENTAGE
YES NO TOTAL	42 8 50	84 16
MOTIVATION	NO. OF RESPONDENTS	PERCENTAGE
EXTREMELY MOTIVATING FAIRLY MOTIVATING NEITHER MOTIVATING NOR DEMOTIVATING TOTAL	21 21 8 50	42 42 16

Chi- Square Analysis TABLE: 2 Ho: There is no significance difference between Job security and Experience. Ha: There is a significance difference between Job security and Experience.

An Empirical Study of Quality of Working Life among It Sector Employees

	IN YEARS	JOB SECURITY
Chi-square	22.940	22.970
Df	3	1
Asymp. Sig.	.000	.000

The asymptotic significance is less than 0.05, the difference between observed and expected frequencies is significant. Therefore the null hypothesis is rejected. Therefore there is the significance relationship between Experience and Job Security. TABLE: 3 Ho: There is no significance difference between Inter relationship and Age. Ha: There is no significance difference between Inter relationship and Age.

	INTER RELATIONSHIP	& AGE
Chi-square	33.000	6.560
Df	1	2
Asymp. Sig.	.000	.034

The asymptotic significance is less than 0.34 which is greater than 0.05, the difference between observed and expected frequencies is insignificant. Therefore the null hypothesis is accepted. Therefore there is no significance relationship between Inter Relationship and Age. TABLE: 4 Ho: There is no significance difference between Motivation and Income. Ha: There is a significance difference between Motivation and Income.

	MOTIVATION	& INCOME
Chi-square	5.940	24.640
Df	2	5
Asymp. Sig.	.029	.000

The asymptotic significance is less than 0.000 which is less than 0.05, the difference between observed and expected frequencies is significant. Therefore the null hypothesis is rejected. Therefore there is a significance relationship between Motivation and Income. TABLE: 5 Ho: There is no significance difference between Co-operation and Gender. Ho: There is a significance difference between Co-operation and Gender.

	CO-OPERATION	GENDER
Chi-square	19.840	.000
Df	1	1
Asymp. Sig.	.000	1.000

The asymptotic significance is less than 1.000 which is less than 0.05, the difference between observed and expected frequencies is insignificant. Therefore the null hypothesis is accepted. Therefore there is no significance relationship between Co-operation and Gender.

Improving Work life Balance

IT organizations should take up the initiative of improving and enhancing the emotional intelligence of their employees. This can be done by designing and providing effective training to their employees. This will help enhance the skills of the employees with regard to “self – awareness” self – awareness forms the most critical element of emotional intelligence. High self – awareness helps an individual to monitor the actions and try to rectify it if required, self-awareness guides an individual to fine tune the job performance style and become more acceptable and socially networked. Further it also helps employees, use their emotions to facilitate performance by directing them toward Constructive activities and improving personal performance. Any person highly capable in this dimension would be able to encourage him or herself to do better continuously and direct his or her emotions in positive and productive directions. Hence emotional Intelligence will help an employee experience better work – life balance.

IT organizations should clearly define the roles and responsibilities for each every employee so that there is a clear objective laid down by the organization as to who is accountable for what and no does extra work. By doing this IT organizations will help improve the work - life balance across management levels.

IT organizations can improve the work life balance of their employees by encouraging the concept of job sharing. There should be a clear boundary drawn between work and non – work activities. Human Resources and the Senior Management should take the initiative and communicate the importance of having a good balance between personal and professional life. Focus on effectiveness rather than on length of work hours. Use communication technologies and time management strategies to boost output.

CONCLUSION

All over the world people are craving for their human dignity and respect. Besides their aspirations and expectations are rising along with rapid changes in times and technologies. There is growing significance attached to human resources. Therefore, it is necessary to ensure quality work life for all-round peace and prosperity. Better quality of work life leads to increased employee morale. It minimizes attrition and checks labor turnover and absenteeism. There will be better communication and understanding among all employees leading to cordial relations. It enhances the brand image for the company as that, in turn, encourages entry of new talent into the organizations work environment means the milieus around a person. It is the social and professional environment in which employees’ are supposed to interact with a number of people. Employees’ are supposed to co-ordinate with each other in one way or the other. They may be working in a team or in dependent. It depends upon their position and status in their work place. It is not important that an office would always be called the work place. It can either be home environment where they use to work for all the time where they were supposed to interact with your family members by and by. Work environment does not only count the living world things

but also the materialistic world stuff. It may count the room or home where they are working. It may counts the things that they are using in one way or the other. It is all about things and livings that are around the employees' where they are working. It finally concluded that work environment, job analysis, satisfaction and motivation are the four major which dominates all the other factors and helps the employees for their better performance in the organization.

REFERENCES

- Antonakis, J. (2003). Why “emotional intelligence” does not predict leadership effectiveness: A comment on the Prati, Douglas, Ferris, Ammeter, and Buckley (2003). *The International Journal of Organizational Analysis*, 11, 355-364.
- Anupreeti.T, M. Kavitha & Janani Prabha.S(2010) IOSR,JBM,Quality of Life in ITsector,57-60
- Atwater, L.E., & Yammarino, F.J. (1992). Does self-other agreement on leadership perceptions moderate the validity of leadership and performance predictions? *Personnel Psychology*, 45, 141-164.
- Bachmann, K. (2000). Work – life Balance. Are Employers Listening? Conference Board of Canada.
- Barling, J., Slater, F., & Kelloway, E. K. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership & Organization Development Journal*, 21, 157-161.
- Bar-On, R. (1997). *The Bar-On Emotional Quotient Inventory (EQ-I): A test of emotional intelligence*. Toronto, Canada: Multi-Health Systems.
- Bhargava, S & Baral, R (2009). Work – life Balance Practices in India. Working Paper, IIT Bombay.
- Bhattacharya, M, S and Sengupta, N (2007), Emotional Intelligence Myth or Reality, *Anurag Jain for Excel Books*
- Blau,P.1964. Exchange and Power in Social Life. New York: Wiley
- Brown, F. W., Bryant, S. E., & Reilly, M. D. (2005). Does emotional intelligence—as measured by the EQ-i—influence transformational leadership and/or desirable outcomes? *Leadership & Organization Development Journal*, 27, 330-351.
- Burke,M.J & Collison, J. (2004). US Job Recovery and Retention Poll Findings for Human Resource Management. Boyatzis, R. E. (1999). From a presentation to the Linkage Conference on Emotional Intelligence, Chicago, IL, September 27, 1999.
- Carmeli, A., & Josman, Z. E. (2006). The relationship among emotional intelligence, task performance, and organizational citizenship behaviors. *Human Performance*, 19, 403-419
- Davies, M., Stankov, L., & Roberts, R. D. (1998). Emotional intelligence: In search of an elusive construct. *Journal of Personality and Social Psychology*, 75, 989-101
- Delphine Nelis, Jordi Quoidbach, Moïra Mikolajczak and Michel Hansenne (2009). Increasing emotional intelligence: (How) is it possible? Original Research Article Personality and Individual Differences, Volume 47, Issue 1, July 2009, Pages 36-41
- Dex, S & Scheibl, F (199). Business Performance and Family – Friendly Policies, *Journal of General Management*, 24, 22 – 37

An Empirical Study of Quality of Working Life among It Sector Employees

- Diane Perrons (2003). The New Economy and the Work–Life Balance: Conceptual Explorations and a Case Study of New Media, Volume 10, Issue 1, pages 65 – 93
- Ferrer, A & Gagne, L. (2006). The use of family friendly work place practices in Canada. *Institute for Research on Public Policy Working Paper Series* no. 2006 – 02.
- Gambles, R, Lewis, S & Rapoport (2006), The Myth of Work – Life Balance, *John Wiley and Sons Ltd*
- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53, 1027-1055. Golden, T., Veiga, J. F. & Simsek, Z. (2006). Telecommuting's differential impact on work-family conflict: Is there no place like home? *Journal of Applied Psychology*, 91 (6), 1340–1350
- Goleman, D, Boyatzis, R & McKee, A (2003), The New Leaders. *Time Warner Paperbacks*. Chap 3, pp 327 – 333
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books
- Goleman, D. (1998b, November-December). What makes a leader? *Harvard Business Review*, 93-102.
- Grover, S.L & Crooker, K.J. (1995). Who appreciates family – responsive human resource policies, The impact of family – friendly policies on the organisational attachment of parents and non – parents, *Personnel Psychology*, 48, 271 – 288.
- Holahan, C.K. and Sears, R.R. (1995). The gifted group in later maturity. Stanford: Stanford University Press
- Hopkins, M. M., Bilimoria, D. (2008). *Social and Emotional Competencies Predicting Success for Male and Female Executives* (1 ed., vol. 27, pp. 13-35). *Journal of Management Development*.
- Huston, D, M (2005), Work – Life Balance in the 21st Century. *Palgrave MacMillan*
- Hyman, Jeff & Juliette Summers (2004), Lacking balance? Work – life employment practices in modern economy, *Personnel Review*, 33 = 20 (4) Pp: 418 – 429. *Jake*
- Jones, F, Burke, R, J and Westman, M (2006), *Psychology Press*

Review: Study of Emotional Intelligence

Rohit Sharma^{1*}, Kalpna Prabhakar¹, Prof. A. V. S. Madnavat²

ABSTRACT

This paper traces the evolution of emotional intelligence as a theory and goes on to give a literature review of the same. Emotional Intelligence is attracted to interest in the field of education as a vehicle to improve their emotional development. People with highly developed EI are proven to be more successful in the workplace. They can use their emotions as clues to what their body, mind & soul are trying to tell them. It discusses the different concepts and beliefs pertaining to emotional & cognitive aspect, how it culminated in the theory of emotional intelligence (EI). It also discusses the three major models of emotional intelligence, their contribution to the theory and finally closes with a brief discussion on future improvement of the theory.

Keywords: *Emotional Intelligence (EI); Literature Review.*

Emotional intelligence (EI) or emotional quotient (EQ) is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior. On the other hand, the natural scientists like physiologists are interested in the origin, evolution and functions of emotions. Human beings are a complex species of emotion and reason. While reasoning enables them to judge things with mathematical precision, emotions help them to understand and empathize which make them „human“. Traditionally it was believed and accepted that people with high reasoning skills and a sound logical bend of mind were more intelligent.

The IQ tests that were designed to ascertain a person's intelligence and competency tested only the reasoning and the logical aptitude of the person. As Woodworth (1940) suggested, IQ tests were considered effective when they tested a person being „not“ afraid or angry or inquisitive over things that aroused emotions. Emotions were regarded as being disruptive in nature that hindered a person's thought process. Erasmus of Rotterdam, a sixteenth century humanist proclaimed: “Jupiter has bestowed far more passion than reason – you could calculate the ratio as

¹ Research Scholar, Department of Psychology, University of Rajasthan, Jaipur, India

² Professor, Department of Psychology & Education, University of Rajasthan, Jaipur, India

*Responding Author

24 to one. He set up two raging tyrants in opposition to Reason's solitary power: anger and lust. How far can reason prevail against the combined forces of these two, the common life of man makes quite clear (as cited by Goleman, 1995). Young (1943) defined emotions as "acute disturbances of the individual ..." and believed that emotions made people "lose control". But, not all felt or accepted emotions as "disorganized interruptions" (Salovey and Mayer, 1990). Mowrer (1960) opined that "... emotions are of quite extraordinary importance in the total economy of living organisms and do not deserve being put into opposition with 'intelligence'. The emotions are, it seems, themselves a higher order of intelligence."

Researchers had moved from the phase where they believed that emotions are disruptive, to a phase where they saw that emotion and reason are interconnected and that most of the times, cognition or reasoning precedes emotions. Intelligence and emotion which were considered as separate fields now integrated in the new field "Cognition and affect" (Mayer, 2001). The perspectives about emotions keep varying. The subjective nature of emotions makes it difficult to bring in a single accepted definition or theory. To scientifically conceptualize something that can only be felt and experienced becomes an almost impossible task. Different theories on emotions have attempted to understand the nature of emotions and how they are experienced by people. While the James-Lange theory believes that a particular event or an occurrence causes a physiological change and then this change is interpreted into a corresponding emotion, the Cannon-Bard theory believes that we perceive the physiological change and the emotion at the same time. The Schachter-Singer Theory brings in the angle of reasoning which intervenes the physiological change and the labeling of the emotion. Lazarus theory speaks of thought coming first before perceiving the emotion and the Facial Feedback theory speaks about emotions as an experience of facial expressions (when someone smiles, he experiences happiness – the expression preceding the cognition). Sapir – Whorf hypothesised that language influenced thinking and Chomsky believed language and cognition to be separate abilities of the mind (Perlovsky, 2009).

EMOTION / FEELINGS

The biologist Charles Birch (1995) said that "Feelings are what matter the most in life". Whether it matters the "most" is contentious, but it certainly is essential. The terms "feelings" and "emotions" are generally used interchangeably, and as Wierzbicka (1999) observes certain languages (French, German, Russian) do not have an equivalent term for the English word "emotion". But, there are certain crucial differences between "feelings" and "emotions". A feeling can be a physical sensation which is experienced, like a flushed face, or a knot in our stomach or a general feeling of unease that could be due to an emotion. (Caruso, 2008). One can speak about a feeling of hunger and not an "emotion of hunger. When asked to list a few emotions, one would say happiness, sadness, guilt etc. So, are feelings more appropriate to bodily or physical responses and emotions to thought? In that case what does the individual mean when he/she expresses a feeling of loneliness? Is that related to thought or a physical experience? If 'intelligence' is thinking and rationalizing, and emotions combine the quality of

thinking along with feeling, then can it be surmised that emotions too can be analyzed and assessed like any other intelligence? This is the premise of the theory of emotional intelligence which emphasizes on the importance of emotional regulation and emotional management in an individual's life. The following segment traces the evolution of the theory.

THE EVOLUTION OF THE THEORY OF EMOTIONAL INTELLIGENCE (EI)

Psychologists also believed that this intelligence was difficult to change. But, can intelligence be only reasoning and cognitive abilities? Gardner (1998) makes a compelling point when he questions were the IQ tests in this world to disappear, will it be impossible to identify a person as intelligent or otherwise? Such questions have led us to a new world of understanding which has agreed that apart from the intellectual prowess, there are other inherent abilities in an individual which should also be taken into consideration before assessing his/her intelligence.

A strong critic of IQ tests, his conviction was that “Human beings are better thought of as possessing a number of relatively independent faculties, rather than as having a certain amount of intellectual horsepower (or IQ) that can be simply channeled in one or another direction.” (Gardner, 1998). As Gardner further discusses in the same paper, a person's intellect or non-intellect cannot be sealed by a single intelligence test as every human being in his/ her own way has multiple latent abilities. These abilities were not acknowledged by the conventional methods of testing. Based on this belief, he defined intelligence as “a psychobiological potential to process information so as to solve problems or to fashion products that are valued in at least one cultural context”. By 1983, armed with a thorough research in psychology, anthropology, cultural studies and the biological sciences, he proposed in his book “Frames of mind: The theory of multiple intelligences”, seven intelligences – linguistic, logical, musical, spatial, kinesthetic, interpersonal and intrapersonal – which every human being possessed, maybe in varying degrees. In 1995, an eighth intelligence – ‘naturalist’ was added.

The Multiple Intelligence (MI) theory makes two major claims

- All human beings have all these intelligences.
- Two individuals have exactly the same combination of these intelligences.

Presumably, not many were comfortable with these claims and some even dubbed it as a ‘radical theory’. But, as Gardner (2005) himself claims, he is not worried whether these intelligences can be tested and validated, but to make a case that humans have multiple intelligences which have to be considered before dubbing a person intelligent or not. Even before Gardner or Weschler, the traditional belief that intelligence pertains to cognitive abilities such as memory and problem solving (Cherniss, 2000) was challenged upon as early as the 1920's when Thorndike spoke about „Social Intelligence“ – “an ability to understand men and women, boys and girls – to act wisely in human relations” (as cited by Salovey and Mayer, 1990). Thorndike moved away from the traditional concepts of intelligence in believing that it is not only a person's reasoning and logical prowess but also his ability to recognize his own and others' intentions and motives and

act accordingly that is important. He classified intelligence into three facets based on a person's ability to understand and manage

- Ideas (abstract intelligence).
- Concrete objects (mechanical intelligence).
- People (social intelligence) (Kihlstrom and Cantor, 2000).

Though the concept of social intelligence paved way to theories which insisted on recognizing other latent skills in a person, in itself it was not successful or convincing. It definitely changed the way people perceived intelligence, but failed to distinguish itself as a distinct form of intelligence. As Cronbach (1960) declared, "fifty years of intermittent investigation ... social intelligence remains undefined and unmeasured." Thorndike himself acknowledged the fact "whether there is any unitary trait corresponding to social intelligence remains to be demonstrated." (as cited by Salovey and Mayer, 1990). They presented it as a subset of social intelligence (Salovey and Mayer, 1990) and defined EI as an – "ability to monitor one's own and others" feelings and emotions, to discriminate among them and use this information to guide one's thinking and action".

Emotional intelligence is a fairly new one – the word „emotional intelligence“ itself was coined first and used in literary writing by Peter Salovey and John Mayer in 1990 (Cherniss, 2000), the concept has become immensely popular as it explains and provides evidence on how people with a good IQ sometimes fail and those who were school dropouts and considered stupid go on to become the most successful ones in their fields (Goleman, 1995). Some of the forerunners in the research on emotional intelligence – John Mayer, Peter Salovey, David Caruso, David Goleman, Reuven Bar-On – list out various characteristics which decide a person's emotional intelligence. While Mayer and Salovey (1990) take EI as a purely cognitive ability, Goleman and Reuven Bar-On view it as a personality trait. Mayer and Salovey's four branch model of EI lays emphasis on emotional perception, emotional assimilation, understanding and management (Mayer, Salovey, & Caruso, 2004), whereas Reuven Bar-On (2002) agrees on the qualities of emotional self awareness, self-actualization, interpersonal relationship, reality testing, stress tolerance, optimism, happiness, etc. as those that decide the emotional intelligence of a person. Mayer and Salovey's four branch model understands emotional intelligence as a cognitive ability and presents the four levels through which a person becomes emotionally intelligent.

- Emotional Perception
- Emotional Assimilation
- Emotional Understanding
- Emotional Management

The first step emotional perception is an ability to be self-aware of emotions and to express them accurately. When a person is aware of the emotions he is experiencing, he moves on to the next level – emotional assimilation, which is to distinguish between the different emotions he is undergoing and also identify those emotions that affect his thought process. This ability leads

him to – emotional understanding – an ability to understand complex emotions and also to recognize the transition from one emotion to another. Emotions are understood and controlled through intellectual prowess. In contrast, Reuven Bar-On and Goleman propose the mixed ability models which include certain personality traits as well.

Bar-On's (2002) model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented. It strives to identify in a person the latent capability of being emotionally intelligent. His model outlines the following five components –

- Intrapersonal
- Interpersonal
- Adaptability
- Stress management
- General mood components (Bar-On, 2002)

They are similar to Mayer and Salovey's model on emotional self awareness, self control, self expression, and empathy, but along with these aspects, Bar-On includes reality testing, - the ability to assess the relation between the emotionally experienced and the actual nature of an object, stress tolerance, and the strength to stay happy and optimistic in the face of adversity. Goleman's model deviates slightly as he includes organizational awareness, leadership, teamwork and collaboration along with self awareness, self control and empathy, as his focus is on workplace success.

The latter half of the twentieth century saw the pendulum swing towards recognizing the positive role of emotions in a person's life. This was in response to the extravagant credit accrued on intellect which had lead to a "lack of self understanding and impoverished shallow social relationships" (Mathews et. al. 2004). A person who had academic acclaim was envied, but at the same time was looked upon with derision. He was becoming the butt of ridicule with even television programs caricaturing him as a „nerd“ who lacked even the basic social skills and was never in tune with reality (Zeidner and Mathews, 2000). A growing number of people were looking at prospects of discounting the excessive importance attached to intellect and gain a platform for other skills which were equally important but hitherto sidelined. „Emotional Intelligence“ comes at this juncture and the immense success of the theory is in part because of the novelty of the concept but, the popularity of the theory is also an off spring of an antipathy towards the undue importance attached to IQ tests. More importantly, the instant popularity of this concept is also a testimony to the fact that people are looking out for ways of strengthening and regulating their emotional life.

THE LITERATURE REVIEW

The theory or the model is then subject to severe discussion, debates and questioning which takes the concept to its maturity. Unless the theory holds itself good against the Karl Popper's Test –

that “the theory has the potential to explain things that other theories cannot, or if it has the potential to explain things better than other competing theories.”(Emmerling and Goleman, 2003), it cannot be accepted. Does the theory of EI meet these standards? As a concept which holds promise for a better society that is tolerant and empathetic towards the flaws and shortcomings of their fellow humans, the theory of EI has the added responsibility of proving itself beyond doubt not only to academicians but also to the non academic people.

As an emerging field, diverse definitions are proposed to define the concept and it becomes imperative which EI are we going to discuss. Although the phrase emotional intelligence has been in literature for a while even before Payne, (Leuner, 1966, as cited in Petrides, 2011) the concept in its present form has its roots in Salovey and Mayer’s construct of 1990. The concept was welcomed as new and if proven, a path breaking find. But, the current popularity of the theory owes itself to Daniel Goleman’s book „Emotional Intelligence – Why it can matter more than IQ“ (1995). Following the popularity, innumerable constructs have been proposed (many not based on empirical data – Goleman’s book itself was not strictly based on researched and tested data). Active research and interest in this field has led it to its current position where the theory has forked into two different approaches – Mayer and Salovey’s „ability“ model and Goleman and Bar-On’s „mixed“ models. Currently, Goleman’s model is referred to as a competency model and Bar-On’s as a trait model.

Goleman’s Competency Model As observed earlier, Goleman’s contribution to the field of EI is phenomenal in the sense that he took the theory to a wider section of audience and popularized it to such an extent that it made to the cover page of „Times“ instantaneously. He sensationalized the topic with his book „Emotional Intelligence: Why it can matter more than IQ“ in 1995 with tall claims bordering on hyperbolic sometimes, making sweeping statements like EI was the reason for “nearly 90% of the difference” between star performers and average ones (Goleman, 1998). Inspired by the findings of Salovey and Mayer, Goleman pursued research in emotional intelligence and proposed a four branch model which was further classified into twenty emotional competencies.

While EI is natural, emotional competencies are the offshoot of EI. His four branch model (2001) included: a) Self-Awareness: Emotional Self-awareness, Accurate Self-Assessment and Self-Confidence. b) Self-Management: Self-Control, Trustworthiness, Conscientiousness, Adaptability, Achievement Drive and Initiative. c) Social Awareness: Empathy, Social Orientation and Organizational Awareness. d) Relationship Management: Developing Others, Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Teamwork and Collaboration.

Bar-On’s Trait model Bar-On’s model of emotional intelligence focuses on the „potential“ for success rather than success itself and is more process-oriented than outcome-oriented (Bar-On 2002). He posits that emotional intelligence can be learned and developed over a period of time

through training, programming and therapy (Stys and Brown, 2004). The Bar-On model differs from Goleman's model in that it includes stress management and general mood components like optimism and happiness. Apart from these, he incorporates reality testing which asserts how far a person is aware of the gap between the actual meaning and his construed meaning of a given situation, and also impulse control which is an ability to control oneself from reacting to a situation in a reckless manner. Bar-On's (2006) model outlines five components which are further classified into fifteen subcomponents.

- **Intrapersonal:** Self Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization.
- **Interpersonal:** Empathy, Social Responsibility and Interpersonal Relationship
- **Adaptability:** Reality Testing, Flexibility and Problem Solving
- **Stress Management:** Stress Tolerance and Impulse Control
- **General Mood Components:** Optimism and Happiness

As the construct incorporates both emotional and social competencies, Bar-On refers to it as the 'Emotional Social Intelligence' (ESI) rather than emotional intelligence or social intelligence (2006). He defines his ESI as "emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands." Bar-On's model associates emotional intelligence to positive psychology which contributes significantly to a person's happiness and psychological well being in life (Bar-On, 2010; Bar-On, 2006). He believes that individuals with higher emotional quotient (EQ) are more competent in coping with demands, challenges and pressures of everyday life. Thus, the Emotional Quotient Inventory (EQ-i) – a self report measure – used to measure the ESI, focuses on measuring one's ability to cope with environmental demands and pressures (Bar-On, 2002), rather than personality traits or his cognitive capabilities. ESI is operationalised by the Emotional Quotient Inventory (EQ-i) which was originally constructed to examine a theory of emotional and social functioning on which Bar-On was working for his dissertation. Bar-On (2006) claims that his model is a „better predictor of human performance“ in workplace and in academics.

THE ABILITY MODEL

When Mayer and Salovey introduced the concept of EI in 1990, they defined it as an ability to monitor one's own feelings and emotions, to discriminate among them and to use this information to guide individuals thinking and actions. They believed that any task is loaded with information, „affective information“ and understanding and regulating it would help individuals solve problems and regulate behavior (Salovey and Mayer, 1990). They conceptualized a set of skills which they believed would assist a person in regulating his emotions. They identified three broad skills – „appraisal and expression of emotion, regulation of emotion and utilization of emotion- which were further classified as:

a) Appraisal and regulation of emotion: in self (verbal and non-verbal perception) and others (non-verbal perception and empathy) – a person who is able to accurately perceive his emotions will also be able to respond to his emotions accurately, and in turn will be better in expressing them to others. At the same time, he should be able to understand the emotions in others as well. This allows him to adapt to the situation and have better social skills. These skills are a part of emotional intelligence as it requires the processing of emotional information in oneself and in others.

b) Regulation of emotion: in self and others – emotions can be triggered and regulated according to a person's will, when he is adept at consciously perceiving those factors which have a feel good effect and those which do not. This ability also sharpens his senses towards perceiving the emotions of others and effectively adapting himself or influencing others as the situation demands. As the authors themselves acknowledge, this can sometimes have a negative bearing as people may try to manipulate others to meet their own demands – good or bad.

c) Utilization of Emotions: flexible planning, creative thinking, redirected attention and motivation – this ability is included in the construct because, people with emotional intelligence should be at an advantage in solving problems adaptively (Salovey and Mayer, 1990). An awareness of his emotional state helps him plan his actions, think creatively, redirect his focus and motivate himself to get the best out of any situation.

The initial conceptualization focused on perceiving and regulating emotions. As the authors felt that this was incomplete without „thinking“ about emotions, they redefined the theory as Emotional Intelligence is the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer and Salovey, 1997).

d) Perception, Appraisal and Expression of Emotion: This is an ability to identify emotions in oneself, in others, express them accurately and further discriminate between honest and dishonest expressions of feelings.

e) Emotional Facilitation of Thinking: This sharpens the thought process as emotions direct attention towards important information and the emotions can be used to classify the information for better judgment and memory. Emotionality helps people to have multiple perspectives. A happy mood leads to optimistic views and a bad mood to pessimistic thoughts. An awareness of these mood swings assists a person in approaching a problem in specific ways with better reasoning and creativity.

f) Understanding and Analyzing emotions: It is based on employing emotional knowledge: to identify the subtle relationships and differences between similar emotions – eg. Loving and liking, and also interpret the meanings of those emotions. The person also has the ability to identify complex emotions occurring simultaneously (love and hate, fear and surprise, etc.) and also perceive the transition from one emotion to another (when anger turns to satisfaction or anger leading to shame).

g) Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth: It is an ability to be open to emotions good or bad and thus having the power to voluntarily attach or

detach from an emotion. The person also has the competence to reflect on his own and others' emotions and thus be able to manage emotions in himself and others. To test whether emotional intelligence meets the standard criteria to be accepted as scientifically legitimate, Mayer et. al. (1999) proposed the Multifactor Emotional Intelligence Scale (MEIS) and proved that there exists good evidence and possibility that emotional intelligence is a distinct form of intelligence. The MEIS used a 12 subscale ability test to assess the emotional intelligence of the participants (103 adults and 89 adolescents). Twelve tasks measured the different abilities classified under the four branches:

- Emotional perception – identify emotions in faces, music, designs and stories
- Emotional facilitation of thinking – describe emotional sensations and asked to simulate situations where any specific emotion is predominant
- Emotional understanding – recognize when two emotions blend (surprise and joy, etc.) and when one emotion progresses into another (anger becoming hatred, etc.)
- Emotional management – given imaginary situations and asked how they would act.

The answers were analysed based on the consensus (the group), the expert and the target scoring. The results showed that emotional intelligence could be operationalised as a set of abilities; was distinct from the existing theories of intelligence, and still showed a correlation to verbal intelligence (part of general intelligence) and was also proved that emotional intelligence develops with age. The most important question raised against MEIS was pertaining to the validity of the correct answers. Robert et. al., (2001), Perez et. al. (2005) questioned on how accurate would be the „correctness“ of the right answers.

CONCLUSION

The theory of emotional intelligence promises to predict and improve the life skills of individuals. The proponents of the theory believe that in understanding, analyzing and managing emotions in themselves and others, lies the key to an improved quality of life. As the operationalisation of the theory is the crucial factor which validates their claim, the first and foremost challenge that faces the theorists is to design an instrument or improve upon existing measures which will accurately evaluate and assess the emotional skills of an individual. This will also set to rest the other fundamental question whether emotional intelligence is a distinct form of intelligence or simply old wine in new bottle.

Another challenge that faces the theory is that there are too many definitions and approaches which is though vital and a healthy sign for any new theory, many a time it leads to confusion among researchers as to which definition or approach has to be taken. This has also lead people to accuse the concept as mere hype and ignoring and trashing the theory as non-existent. But, as Cheeriness et al. (2006) point out, even after hundred years of research there is still not a consensus about what IQ is or the best way to measure it. To judge or criticize EI to a different standard definitely needs rethinking.

REFERENCES

- Bar-On, R. (2002). *Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual*. Toronto, Canada: Multi-Health Systems
- Bar-On, R. (2006). *The Bar-On model of emotional-social intelligence (ESI)*. *Psicothema*, 18, 13-25.
- Bar-On, R. (2010). A new US Air Force study explores the cost-effectiveness of applying the Bar-On EQ-i. <http://www.eiconsortium.org/reprints/reprints.html>
- Bar-On, R. (2010). *Emotional Intelligence: an integral part of positive psychology*. *South African Journal of Psychology*, 40(1), 54-62.
- Birch, C. (1995). *Feelings*. New South Wales: University of New South Wales Press.
- Boyatzis, R. E., Goleman, D. & Rhee, K. (2000). *Clustering competence in emotional intelligence: Insights from the Emotional Competency Inventory (ECI)*. In R. Bar-On and J. D. A. Parker (Eds.) *Handbook of Emotional Intelligence*, San Francisco: Jossey-Bass, pp. 343-362.
- Boyatzis, R.E. & Oosten, E. V. (2002). *Developing emotionally intelligent organizations*. In Roderick Millar (ed.), *International Executive Development Programmes*, 7th Edition. London: Kogan Page Publishers.
- Boyatzis, R.E. (1994). Stimulating self-directed change: A required MBA course called
- Caruso, D. R. (2008). *Emotions and the Ability Model of Emotional Intelligence*. In Emmerling, R. J., Shanwal, V., & Mandal, M. (eds.) (2008) *Emotional Intelligence: Theoretical and Cultural Perspectives*. Hauppauge, NY: Nova Science Publishers
- Cavallo, K., & Brienza, D. (2004). *Emotional competence and leadership excellence at Johnson & Johnson: The emotional intelligence and leadership study*. New Brunswick, NJ: Consortium for Research on Emotional Intelligence in Organizations, Rutgers University.
- Cherniss, C. & Extein, M., Goleman, D., Weissberg, P. G. (2006). *Emotional Intelligence: What Does it Really Indicate?* *Educational Psychologist*, 41(4), 239-245.
- Cherniss, C. (2000). *Emotional intelligence: What it is and why it matters*. Paper presented at the Annual Meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA, April 15, 2000.
- Cherniss, C., Goleman, D., Emmerling, R., Cowan, K & Adler, M. (1998). *Bringing Emotional Intelligence to the Workplace*. A Technical Report Issued by the Consortium for Research on Emotional Intelligence in Organizations. Available <http://www.eiconsortium.org>
- Conte, M. J. (2005). *A review and critique of emotional intelligence measures*. *Journal of Organizational Behavior*. 26, 433-440.
- Dursun, P., Emul, M., Gencoz, F. (2010). *A Review of Literature on Emotional Facial Expression and Its Nature*. *New/Yeni Symposium Journal*. 48 (3), 207-215.
- Emmerling, R. J. & Goleman, D. (2003). *Emotional Intelligence: Issues and Common Misunderstandings*. *Issues in Emotional Intelligence*, [On-line serial], 1(1). Available <http://www.eiconsortium.org>

Review: Study of Emotional Intelligence

- Gardner, H. (1998). *A Multiplicity of intelligences: In tribute to Professor Luigi Vignolo!* Scientific American, 1-10.
- Gardner, H. (2005). *Multiple Lenses on the Mind*. Paper presented at the ExpoGestion Conference, Bogota Colombia, May 25, 2005.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.
- Goleman, D. (1998). *Emotional intelligence*. New York: Bantam.
- Goleman, D. (1998). *What makes a leader?* Harvard Business Review. 76, 93–102.
- Goleman, D. (2001). *An EI-based theory of performance*. In C. Cherniss, & D. Goleman (Eds.), *The Emotionally Intelligent Workplace*. San Francisco: Jossey-Bass.
- Goleman, D. (2001). *Emotional intelligence: Issues in paradigm building*. In C. Cherniss and D. Goleman (Eds.), *The Emotionally Intelligence Workplace*. San Francisco: Jossey-Bass.
- Goleman, D. (2003). Apples and Applesauce. *Issues and Recent Developments in Emotional Intelligence*, 1(3), Retrieved [5/1/2012]. Available <http://www.eiconsortium.org>
- Gottman, J., & Declaire, J. (1997). *Raising an emotionally intelligent child: The heart of parenting*. New York: Simon & Schuster.
- Grubb III, L. W., McDaniel, M. A. (2007). *The Fakability of Bar-On's Emotional*
- Kihlstrom, J. F. & Cantor, N. (2000). *Social Intelligence*. In R.J. Sternberg (Ed.), *Handbook of intelligence*, 2nd ed. (pp. 359-379). Cambridge, U.K.: Cambridge University Press, 2000.
- Kuhn, T. S. (1970). *The structure of scientific revolutions*, 2nd ed. Chicago: University of Chicago Press.
- Legree, P. I. (1995). *Evidence for an oblique social intelligence factor established with a Likert-based testing procedure*. *Intelligence*, 21, 247-266.
- Locke, E. A. (2005). *Why emotional intelligence is an invalid concept*. *Journal of Organizational Behavior*, 26, 425–431.
- Managerial Assessment and Development, *Journal of Management Education*, 18(3), 304-323.
- Matthews, G., Zeidner, M., Roberts, R. D. (2004). *Emotional Intelligence: Science and Myth*. Cambridge, Massachusetts: The MIT Press. pp. 3-29.
- Mayer, J. D. (2001). *A field guide for emotional intelligence*. In J. Ciarrochi & J. P. Forgas & J. D. Mayer (Eds.), *Emotional intelligence and everyday life*. (pp. 3-24). New York: Psychology Press.
- Mayer, J. D., Salovey, P., & Caruso, D.R. (2008). *Emotional intelligence: New ability or eclectic mix of traits?* *American Psychologist*, 63, 503-517.
- Mayer, J.D., & Salovey, P. (1997). *What is emotional intelligence?* In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3-31). New York: Basic Books.
- Mayer, J.D., Caruso, D., & Salovey, P. (1999). *Emotional intelligence meets traditional standards for an intelligence*. *Intelligence*, 27, 267-298.
- Mayer, J.D., Salovey, P & Caruso, D.R. (2004). *Emotional intelligence: Theory, findings, and implications*. *Psychological Inquiry*, 15(3), 197-215.

Review: Study of Emotional Intelligence

- Mayer, J.D., Salovey, P., Caruso, D.R., & Sitarenios, G. (2001). *Emotional intelligence as a standard intelligence*. *Emotion*, 1, 232-242.
- Mayer, J.D., Salovey, P., Caruso, D.R., & Sitarenios, G. (2003). *Measuring emotional intelligence with the MSCEIT V2.0*. *Emotion*, 3, 97-105.
- Mowrer, O.H. (1960). *Learning theory and behavior*. New York: John Wiley and sons.
- Newsome, S., Day, A. L., & Catano, V. M. (2000). *Assessing the predictive validity of emotional intelligence*. *Personality and Individual Differences*, 29(6), 1005–1016.
- Pérez, J.C., Petrides, K.V., & Furnham, A. (2005). Measuring trait emotional intelligence. In R. Schulze and R.D. Roberts (Eds.), *International Handbook of Emotional Intelligence* (pp.181-201). Cambridge, MA: Hogrefe & Huber.
- Perlovsky, L. (2009). *Language and Emotions: Emotional Sapir-Whorf Hypothesis*. *Neural Networks* 22. Pg. 518-526.
- Petrides, K. V. (2011). *Ability and trait emotional intelligence*. In Chamorro-Premuzic, T., Furnham, A., & von Stumm, S. (Eds.), *The Blackwell-Wiley Handbook of Individual Differences*. New York: Wiley.
- Quotient Inventory Short Form: Catch Me if You Can*. *Human Performance*, 20(1), 43–59
- Roberts, R.D., Zeidner, M., & Matthews, G. (2001). *Does emotional intelligence meet traditional standards for an intelligence? Some new data and conclusions*. *Emotion*, 1, 196-231.

A Comparative Study of Emotional Intelligence on Well-Being & Employee Behaviour

Rohit Sharma^{1*}, Kalpna Prabhakar¹, Prof. A. V. S. Madnavat²

ABSTRACT

Well-being, is a general term for the condition of an individual or group, for example their social, economic, psychological, spiritual or medical state; a high level of well-being means in some sense the individual or group's condition is positive, while low well-being is associated with negative happenings., an individual puts in a large part of his life and time to cope up with turbulent changes, emphasizing the role of emotional intelligence in well being and employee behavior critical to effective job performance. The present study proposes to investigate how emotional intelligence contributes to well being of individuals which in turn affects their behavior. It's sample size of 90 employees were administered a standardized emotional intelligence scale and general well being questionnaire. Data on employee behavior was collected from direct line managers to assess the job performance of the young professionals and the results were analyzed and interpreted with the help of appropriate statistical tools. The results showed a significant correlation between Emotional Intelligence and general wellbeing and both in turn contributed to employee behavior which is critical to job performance. The paper concludes with a discussion of the implications of these findings together with limitations of the study and avenues for future research.

Keywords: *Emotional intelligence, Well being, Job performance, Employee behavior,*

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Since 1990, Salovey and. Mayer have been the leading researchers on emotional intelligence. They defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990). Social intelligence has its origins in Thorndike's (1920) division of intelligence into three facets, pertaining to the ability to understand and manage ideas (abstract intelligence), concrete objects (mechanical intelligence), and people (social intelligence). In his classic formulation he wrote- "social intelligence is the

¹ Research Scholar, Department of Psychology, University of Rajasthan, Jaipur, India

² Professor, Department of Psychology & Education, University of Rajasthan, Jaipur, India

*Responding Author

ability to understand and manage men and women, boys and girls to act wisely in human relations". Similarly, Moss and Hunt (1927) defined social intelligence as the "ability to get along with others"). Vernon (1933), provided the most wide-ranging definition of social intelligence as the person's "ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers". The highest estimate of how much difference IQ (intellectual quotient) accounts for in how well people perform in their careers is no higher than 10% and perhaps as low as 4% (Sternberg, 1997). IQ is considered a threshold competence, a minimum capability that all must have.

According to Mayer and Salovey (1997), EI refers to „the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others“. The term „emotional intelligence“ has received a great deal of attention in the applied psychology and popular press (e.g. Goleman, 1998), and there are a variety of alternative models of this construct. Many of them do not conceptualize EI, as Salovey and Mayer (1990); Mayer & Salovey, (1997) do, as a cognitive ability that involves the processing of emotions. Instead, these alternative models define EI in terms of behaviors and skills, including stress management skills (e.g. stress tolerance and impulse control), self-management skills (e.g. self-control, conscientiousness and adaptability) as well as social skills (e.g. conflict management, leadership and communication). Bar-On, 2000; Bar-On et al., 2006; Boyatzis et al., 2009;

Goleman, 1998; Higgs & Dulewicz, 1999). Salovey and Mayer (1990) proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability to reason emotions, the ability to understand emotion and the ability to manage emotions.

- 1. Perceiving Emotions:** The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
- 2. Reasoning Emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help priorities what we pay attention and react to; we respond emotionally to things that garner our attention.
- 3. Understanding Emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing anger, the observer must interpret the cause of their anger and what it might mean..
- 4. Managing Emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management

Importance of Emotional Intelligence (EI) Decades of research has now confirmed what many people have suspected all along: it is emotional quotient and not intelligence quotient that

determines how well someone will perform on the job. While this does not mean that technical skills and general intelligence should be ignored, but studies have indicated that emotional intelligence is twice as important as any other factor could be, when it comes to leadership. Emotional Intelligence is incredibly important, making the difference between effective and mediocre leadership. Generally words are not connected to technical skills or general intelligence. Instead, they are better associated with emotional intelligence, through which we understand better. Those who have these traits in abundance are referred to as being emotionally competent. If you want to become a better employee, the first thing you will need to do is assess yourself to find out if you are deficient in any of these areas, if you are, it means you can improve by enhancing Emotional Intelligence. Most skilled employees are intelligent, but not emotionally intelligent, they lack there. Many individuals, who are extraordinarily intelligent, have analytical skills and general intelligence but are low on emotional intelligence. While they are good with numbers and logic, they are bad when it comes to being sociable. To succeed in this world, it pays to have both. Since you have to deal with people on a regular basis, it pays to be in tune to the behaviors of others. It also pays to be aware of their emotions as well as your own. Many studies do, however, provide evidence that EI is significantly related to performance, progression and leadership.

Well-being is defined by the Oxford English Dictionary as “the state of being or doing well in life; happy, healthy, or prosperous condition; moral or physical welfare (of a person or community) (OED, 2007). It usually relates to how well a person's life is going for him, what does he know about himself, how much does he know about himself and how happy he is with himself? A person's well-being is what is good for him. Health might be a constituent of his well-being, but it is not all that matters for his well-being. More important is his psychological well-being. Over the last few decades, „positive psychology' has hugely increased the attention paid by psychologists and other scientists to the notion of 'happiness'. Such happiness is usually understood in terms of contentment or satisfaction, and is measured by means such as self-reports or questionnaires.

Types of Well-Being **Physical Well-being** Physical well being encompasses both your body and your environment. When energy from environment begins to flow towards you, one becomes physically fit.

Psychological Well-being Psychological well-being is the state of the mental health of the person. Shek (1992) defines psychological well-being as that “state of a mentally healthy person who possesses a number of positive mental health qualities such as active adjustment to the environment, and unit of personality” (p.187).

Spiritual Well-being Spiritual well-being is closely associated with our connection to Nature and to cosmic energy

Peace and Well-being comes ultimately from our inner sense of peace. Discovering your own, inherent, sense of peace and joy – is the way one will get the peace.

Achieving well-being has been the concern of philosophers since Aristotle, and is, in many respects the essence of human existence. In recent years, well-being has moved from the realm of philosophy to that of science. There has been a growing body of research into what contributes to the quality of people's experiences of their lives. This has enabled a new understanding of the factors that both influence and constitute well-being. Emotional Intelligence is an important factor in enhancing the well-being of an individual. It helps us to accept our current situation, and maintain the emotional state necessary to achieve our goals and achieve what's valuable to us. Slaski and Cartwright (2002) investigated the link between health, performance and EI. They hypothesized that EI is an important factor in determining psychological wellbeing and success. In their study, they found that individuals with higher levels of EI experienced less stress, had significantly better levels of health and well-being, and were better performers than their counterparts with lower levels of EI.

Behavior & Job Performance of Employees Job performance is a commonly used, yet poorly defined concept in industrial and organizational psychology, the branch of psychology that deals with the workplace. It most commonly refers to whether a person performs his job well. Job performance is an outcome of many factors, employee behavior is one of them.

Positive Attitude: Basically, your attitude toward something is how you judge it. It is the degree to which you have positive or negative thoughts about it. And the positive thought about something is positive attitude.

- **Team player:** A *team player* is an employee who is comfortable working with others and makes an effort to get along.
- **Stress Management:** Methods of controlling factors that require a response or change within a person by identifying the stressors, eliminating negative stressors, and developing effective coping mechanisms to counteract the response constructively.
- **Trust worthiness:** Trust is the act of believing or having faith in what another person says or does and integrity is a promise kept, sticking to what you say, you're going to do or how you profess you're going to act.

Emotional intelligence – performance link has been proposed in few previous studies .An analysis of job competencies in 286 behaviors worldwide indicated that 18 of the 21 competencies in their generic model for distinguishing better performers were based on emotional intelligence (Spencer and Spencer, 1993).

In a study, data from more than 30 different behaviors from banking, mining, geology, sales and health care industries documented that a number of emotional intelligence competencies, qualities such as, achievement drive, developing others, adaptability, influence and self confidence distinguished top performers from average ones (McClelland, 1998).

The findings of the study revealed that executives having higher emotional intelligence showed better quality of work performance as compared to their counterparts. Emma J et al (2004) in

A Comparative Study of Emotional Intelligence on Well-Being & Employee Behaviour

“The relative importance of psychological acceptance and emotional intelligence to workplace well-being” described the importance of emotional intelligence and well being for the effectiveness of the work place. Cesar Piqueras (2006) in the article “Improving employee satisfaction and well being using Emotional Intelligence” described Emotions have been by far a term that was difficult to talk about in some companies when “classic” cognitive approaches were the used way to solve problems in dealing with people, difficulties and conflict.

Nowadays we are being more aware that people take decisions, learn, make relationships through emotions and then recognize the use of them in the workplace as a facilitator to understand and deal with employees enhancing well-being. Emotional Intelligence Competencies enhance the understanding of oneself and others and then, with better understanding, we will get better awareness of where we are and if this is the place where we want to be. Subsequently managing our emotions and those of others we can build paths to go forward. All the Personal and Social competencies are ways that will lead to self awareness, self actualization and to the building of trustworthy social relationships, considering then that Emotional Intelligence improves well-being and employee satisfaction. Kulshrestha et al (2006) in “Subjective Well Being in Relation to Emotional Intelligence and Locus of Control among Executives” revealed that emotional intelligence and locus of control have significant correlation with subjective well being. Emotional intelligence is now considered by many as being essential for successful living. Goleman (1995)

OBJECTIVES OF THE STUDY

- To study the level of Emotional intelligence of young professionals.
- To study the general well-being of young professionals.
- To study the relationship between Emotional intelligence and general well-being of young professionals
- To study employee behavior as an important parameter of job performance
- To study the relationship amongst Emotional intelligence, general well-being and employee behavior of young professionals

RESEARCH METHODOLOGY

Research design: Descriptive and Exploratory

Sample size: 90 Employees

Sample design: Convenience sampling

Research instruments

- Emotional Intelligence questionnaire- The standardized questionnaire on Emotional Intelligence
- General Well-being questionnaire- A standardized general wellbeing scale is taken which contains questions related to different spheres of wellbeing.
- Employee Behavior questionnaire- An employee behavior questionnaire was prepared, keeping in mind the main 5 parameters critical to employee behavior which are stress

A Comparative Study of Emotional Intelligence on Well-Being & Employee Behaviour

management, positive attitude, competence, team player, integrity and trust worthiness. The reliability coefficient (Cronbach's Alpha) of this questionnaire was found to be 0.645 which shows the questionnaire is reliable. (table-1)

Table-1

Case Summary			
		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0
a. List wise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha		N of Items	
.646		5	

Data analysis and interpretation

Table 2: Percentage of subjects lying in different categories of Emotional Intelligence

EI scores	N	Percentage
60-80 (High)	15	15.40%
40-59 (Medium)	41	37.60%
20-39 (Average)	31	40.75%
<20 (low)	3	6.25%

Table 2 ; Diagrammatic representation of the data: Out of 87 subjects, 15.40% (N= 15) had scored high on EI whereas 37.60% (N= 41) scored medium, 40.75% (N= 31) scored average, 6.25% (N=3) scored low on emotional intelligence.

Table 3: Percentage of subjects in different categories of General well- being

Well-Being	N	Percentage
81–110 (Positive well-being)	13	12.75%
76–80 (Low positive)	20	23.25%
71–75 (Marginal)	28	31.28%
56–70 (Stress problem)	12	13.62%
41–55 (Distress)	11	11.50%
26-40 (Serious)	4	5.50%
0-25 (Severe)	2	2.10%

A Comparative Study of Emotional Intelligence on Well-Being & Employee Behaviour

Table 3: Diagrammatic representation of data: Out of 87 subjects, 12.75% (N= 13) had positive well-being score whereas 23.25% (N= 20) scored low positive, 31.28% (N=28) scored marginal, 13.62% (N=12) showed stress and 11.50% (N=11)distress problems,5.50% (N=4)showed serious and 2.10% (N=2) scored severe on the scale of general well-being.

Table 4: Correlation between EI and Well-being:

Correlations			
		Well being data	EI data
Well being data	Pearson Correlation	1	.547**
	Sig. (2-tailed)		.000
	N	87	87
EI data	Pearson Correlation	.547**	1
	Sig. (2-tailed)	.000	
	N	87	87

Correlation analysis Table 4 presents the descriptive statistics for the variable studied and the bivariate correlations between emotional intelligence and general wellbeing The correlation matrix in Table 4 showed that emotional intelligence and general wellbeing are significantly correlated (correlations coefficient value is $r = 0.55$).

Table 5. Mean scores of professionals on EI and wellbeing in relation to employee behavior

Scores of EI & Well-being	Stress management	Positive attitude	Competence	Team player	Integrity and trust worthiness
Students having High scores	4.9	4.1	3.7	4	4.4
Average score	3.4	3.6	2.8	2.7	
Low scores	2.3	2.1	1.5	1.2	3.2

Table 5. Graphical presentation of employee behavior based on different parameters for all three categories of young professionals- High, average and low on emotional intelligence and general wellbeing.

The graph shows that young professionals who scored high on Emotional Intelligence and general wellbeing got high ratings on all the parameters of employee behavior which are stress management, positive attitude, competence, team player, integrity and trust worthiness. Thus professionals with high scores on EI and wellbeing are better in employee behavior and job performance as compared to the professionals who are low scorer on EI and well-being.

DISCUSSION & CONCLUSION

The present research was conducted to study the level of Emotional intelligence and general well-being of young professionals as well as their behavior which was studied as a critical variable in determining their performance on job. Standardized questionnaire of Emotional intelligence was conducted to study the level of EI of young professionals 16.40% of employees belong to high category, 37.60% of employees fall in the medium category, 40.75% in average category and 6.25% belong to low category of EI which reflects that 67% of the young professionals fall in the above average category of EI which is an important determinant of success. The obtained data of the present research is supported by Goleman (1996) who says “Emotional intelligence is now considered by many as being essential for successful living”. The general wellbeing of the employees was studied with the help of a standardized General wellbeing questionnaire which was administered to the same sample.

The data revealed that 12.75.8% professionals belonged to the highest positive wellbeing category, 23.25% were in low positive category, and the maximum 31.28% of professional fall in marginal category which shows that in total around 68% professional are in above average category as far as their general well being is concerned. The analysis shows a similar trend both for Emotional intelligence (above average category-67%) and general well-being (above average category-66%). The present research also purports to study the relationship between Emotional intelligence and general well-being of young professionals.

The correlation matrix shows that emotional intelligence and general wellbeing are significantly correlated (correlations coefficient value is $r = 0.55$). These results have been supported by Slaski and Cartwright (2002) who concluded that individuals with higher levels of EI experienced less stress, had significantly better levels of health and well-being, and were better performers than their counterparts with lower levels of EI. Similarly, Dulewics et al (2003) also reported strong correlation between EI and physical and psychological health.

Empirical evidence comes from research showing that there is a link between high EI and emotional well-being (Schutte, N. et al, 2002). Another objective of the research was to study employee behavior as an important parameter of job performance. A questionnaire was prepared taking five factors as parameters of employee behavior. These were stress management, positive attitude, competence, team player, integrity and trust worthiness. The reliability coefficient (Cronbach's Alpha) of this questionnaire was found to be 0.645 (Table-1) which confirms the reliability of the questionnaire.

The data was collected from immediate bosses of the young professionals through feedback to assess their behavior, as behavior was taken as an important determinant of job performance in the present study. The mean scores of the young professionals who are high on EI and Well-being ranged from 3.7 to 4.9 for different parameters of employee behavior whereas the mean scores of young professionals who are low on EI and Well-being ranged from 1.2 to 3.2 (Table -

5), which depicts that employee behavior is the outcome of Emotional intelligence and general well-being.

Further to conclude the relationship amongst emotional intelligence, general well-being and employee behavior of young professionals was studied. The mean scores of the young professionals on all the parameters of employee behavior for high, medium and low categories of emotional intelligence and well-being were compared. Young professionals who were in high category of EI and well-being were reported to be more competent, had positive attitude, better team players, more trustworthy and better in stress management as compared to their counterparts who were in low category of EI and wellbeing. These parameters of employee behavior were found to be critical to job performance. Figure-3 also shows that young professionals who scored high on Emotional Intelligence and general wellbeing, got high ratings on all the parameters of employee behavior. Thus young professionals with high scores on EI and wellbeing proved to be better in employee behavior leading to better job performance as compared to professionals who are low scorer on EI and well-being. These findings are supported by the studies of Emma et al (2004) who reported the importance of emotional intelligence and well being for the effectiveness of the work place and Khokhar and Kush (2009) who reported that executives having higher emotional intelligence showed better quality of work performance as compared to their counterparts .

REFERENCES

- BAR-ON, R. (2000). Emotional and social intelligence: insights from the Emotional Quotient Inventory. In: BAR-ON, R. & PARKER, J.D.A. (Eds), *The Handbook of Emotional Intelligence*. San Francisco: Jossey_ Bass.
- BAR-ON, R., Handley, R., and Fund, S. (2006). The Impact of Emotional Intelligence on Performance. In V. Druskat, F. Sala, and G. Mount (Eds.), *Linking Emotional Intelligence and Performance at Work*, Lawrence Erlbaum Associates, Mahwah, NJ, pp 3-19.
- Boyatzis, R. E., and Ratti, F. (2009). “Emotional, Social and Cognitive Intelligence Competencies Distinguishing Effective Italian Managers and Leaders in a Private Company and Cooperatives”, *Journal of Management Development*, Vol. 28 (9), 821-838.
- Cesar Piqueras (2006) “Improving employee satisfaction and well being using Emotional Intelligence”. Excelitas – Personal and organizational development.
- Emma J. Donaldson-Feilder and Frank W. Bond (2004) “The relative importance of psychological acceptance and emotional intelligence to workplace well-being”. *British Journal of Guidance & Counselling*, Vol. 32, No. 2,
- Goleman , D. (1995), *Emotional Intelligence*, New York ;Bantam Books.
- Goleman , D.(1998), *Working with Emotional Intelligence*, London: Bloomsbury.

A Comparative Study of Emotional Intelligence on Well-Being & Employee Behaviour

- Higgs, M.J. and Dulewicz, S.V. (2007) *Relationships between psychological well-being, emotional intelligence and personality*. Henley on Thames, GB, Henley Management College (Henley Working Paper Series HWP 0717)
- Jayasuria, N (2012), A heart that feels and a mind that thinks, Columns, march 28,2012.
- Kulshrestha, Usha, and Sen, Chandrani (2006). "Subjective Well Being in Relation to Emotional Intelligence and Locus of Control among Executives", *Journal of the Indian Academy of Applied Psychology*, Vol. 32 (2), pp 93-98.
- Khokhar C.P. & Kush T. (2009). Emotional Intelligence and Work Performance among Executives. *Europe's Journal of Psychology*. Department of Psychology, Gurukul Kangri University, Haridwar, 1/2009.
- Lopes, P. N., Grewal, D., Kadis, J., Gall, M., and Salovey, P. (2006). "Evidence that Emotional Intelligence is Related to Job Performance and Affect and Attitudes at Work", *Psicothema*, Vol 18, pp 132-138.
- Mayer, J. ,Salovey,P. & Caruso,D. (2000), Competing models of emotional intelligence. In Sternberg,RJ (Ed) *Handbook of Human Intelligence* (2nd ed.) New york: Cambridge University Press.
- McClelland, D. C. (1998). "Identifying Competencies with Behavioral-Event Interviews", *Psychological Science*, Vol 9, pp 331-340.
- Moss, F.A., & Hunt, T. (1927). Are you socially intelligent? *Scientific American*, 137, 108-110.
- OED, (2006). *Oxford English Dictionary* [online] Available from: <<http://dictionary.oed.com>>
- Salami, Samuel O. (2008). "Demographic and Psychological Factors Predicting Organizational Commitment among Industrial Workers", *Anthropologist*, Vol. 10 (1), pp 31-38.
- Salovey, P.,&Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185-211.
- Salovey, P., Mayer, J., Caruso, D., (2004), Emotional Intelligence, Theory, Findings, and Implications. *Psychology Inquiry*, 2004, 15(3), 197-215
- Samuel O. Salami (2010) "Emotional Intelligence, Self-Efficacy, psychological well-being and students" attitudes: Implications for quality education". *European Journal of Educational Studies* 2 (3), 2010 ISSN 1946-6331 © 2010 Ozean Publication
- Schutte, N., Malouff, J, Simunek, M., McKenley, J. Hollander, S., (2002) Characteristic Emotional Intelligence and Emotional wellbeing, *Cognition and Emotion*, 2002, 16(6), 769–785
- Shankar, Meera, and Sayeed, Omer Bin (2006). "Assessing Emotionally Intelligent Managers Development of an Inventory and Relationship with Manager's Professional Development", *The Indian Journal of Industrial Relations*, Vol. 42 (2), pp 227-251.
- Shek, D (1992), Meaning in life and subjective well-being; an empirical study using the chinese version of purpose in life questionnaire. *Journal of Genetic Psychology*, 153 (2), 185-190.
- Slaski, M., and Cartwright, S. (2002). "Health, Performance and Emotional Intelligence: An Exploratory Study of Retail Managers", *Stress and Health*, Vol. 18, pp 63-68.
- Spencer, L. M., and Spencer, S. M. (1993). *Competence at Work: Models for Superior Performance*, Wiley, New York.

A Comparative Study of Emotional Intelligence on Well-Being & Employee Behaviour

- Sternberg, R J. The concept of intelligence and its role in lifelong learning and success. *American Psychologist*, Vol 52(10), Oct 1997, 1030-1037
- Stys Y. & Brown S. L. (2004). A Review of the Emotional Intelligence Literature and Implications for Corrections. *Research Branch Correctional Service of Canada*.
- Thorndike, E.L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227-235.
- Vernon, E. (1933). Some characteristics of the good judge of personality. *Journal of Social Psychology*, 4, 42-57.

Publisher note:

Towards to Innovation

by **Rohit Sharma, Kalpna Prabhakar, Prof. A. V. S. Madnavat**

Published by **The International Journal of Indian Psychology** (www.ijip.in)

Under the **ISSN: 2348-5396**

In Special Issue Criteria: This Special Issue part of Volume 1, 2013



The International Journal of
INDIAN PSYCHOLOGY

Submission open for Volume 1, 2014

The International Journal of Indian Psychology is proud to accept proposals for our 2013 and 2015 Issues. We hope you will be able to join us. For more information, visit our official site: www.ijip.in

Submit your Paper to,

At via site: <http://ijip.in/index.php/submit-paper.html> OR Email: info.ijip@gmail.com

Topics:

All areas related to Psychological research fields are covered under IJIP.

Benefits to Authors:

- Easy & Rapid Paper publication Process
- IJIP provides "Hard copy of full Paper" to Author, in case author's requirement.
- IJIP provides individual Soft Copy of "Certificate of Publication" to each Author of paper.
- Full Color soft Copy of paper with Journal Cover Pages for Printing
- Paper will publish online as well as in Hard copy of journal.
- Open Access Journal Database for High visibility and promotion of your research work.
- Inclusions in all Major Bibliographic open Journal Databases like Google Scholar.
- A global list of prestigious academic journal reviewers including from WHO, University of Leipzig, University Berlin, University Hamburg, Sardar Patel University & other leading colleges & universities, networked through RED'SHINE Publication. Inc.
- Access to Featured rich IJIP Author Account (Lifetime)

Formal Conditions of Acceptance:

- Papers will only be published in English.
- All papers are refereed, and the Editor reserves the right to refuse any manuscript, whether on invitation or otherwise, and to make suggestions and/or modifications before publication.

Publication Fees:

₹500/- OR \$ 15 USD for Online and Print Publication (All authors' certificates are involved)

₹299/- per Hardcopy (Size A4 with standard Biding)

Use Our new helpline number: 0 76988 26988

Edited, Printed and Published by RED'SHINE Publication.
(India) Inc. on behalf of the RED'MAGIC Networks. Inc.
86: Shradhdha, 88 Navamuvada, Lunawada, Gujarat-389230
www.redshinepub.eu.pn | www.ijip.in



The International Journal of
INDIAN PSYCHOLOGY

Volume 1, 2013

Also Available at



Google Books

